DOCUMENT RESUME

ED 419 743 SO 028 775

AUTHOR	Lacey, Bill
TITLE	American History Activators (Early American History).
ISBN	ISBN-1-57336-208-5
PUB DATE	1996-00-00
NOTE	186p.; For other items in the "Interact" series, see SO 028 760-778.
AVAILABLE FROM	Interaction Publishers, Inc., DBA Interact, 1825 Gillespie Way, 101, El Cajon, CA 92020, telephone: 619-448-1474 ($44 elementary; $53, middle/junior high; $105 high school).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cooperative Learning; Decision Making; Elementary Secondary Education; Learning Strategies; Simulation; Social Studies; Teaching Guides; Teaching Methods; *United States History; *World History

ABSTRACT

This document consists of a package of seven separately published "activities" or simulations that allow students to learn about and participate in many of the aspects of United States history that have influenced our present institutions and way of life. The seven units include: (1) First Americans Arrive: 11.000 BC; (2) Puritan General Court, 1650; (3) Middle Passage, 1753; (4) Mountain Man Rendezvous, 1837; (5) Slave Auction, 1854; (6) Cattle Drive, 1870s; and (7) Rough Rider Interviews, 1898. Each section involves completion of tasks related to the topic. Students compete against each other in teams while making decisions about how they will execute the choices they have made in their exploration of this aspect of United States history. Suggestions are included for modifying the unit for shorter periods of time. (EH)

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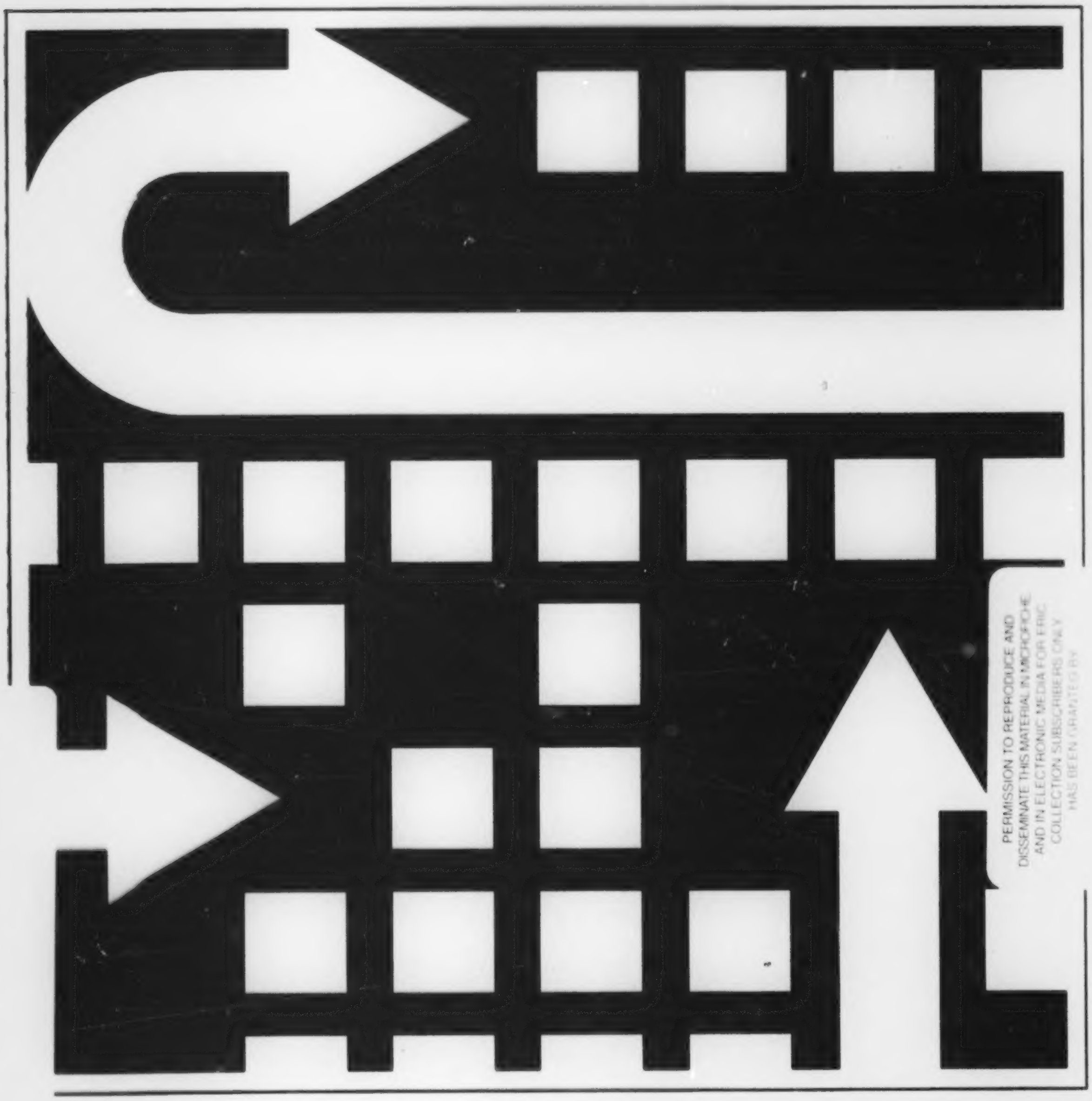
(Early American History)



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INTERACT
LEARNING THROUGH INVOLVEMENT

FIRST AMERICANS ARRIVE

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

The author gratefully acknowledges the advice given him by elementary teacher and friend Marilyn Wright for her help during the final stages of writing this activator.

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1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-208-5

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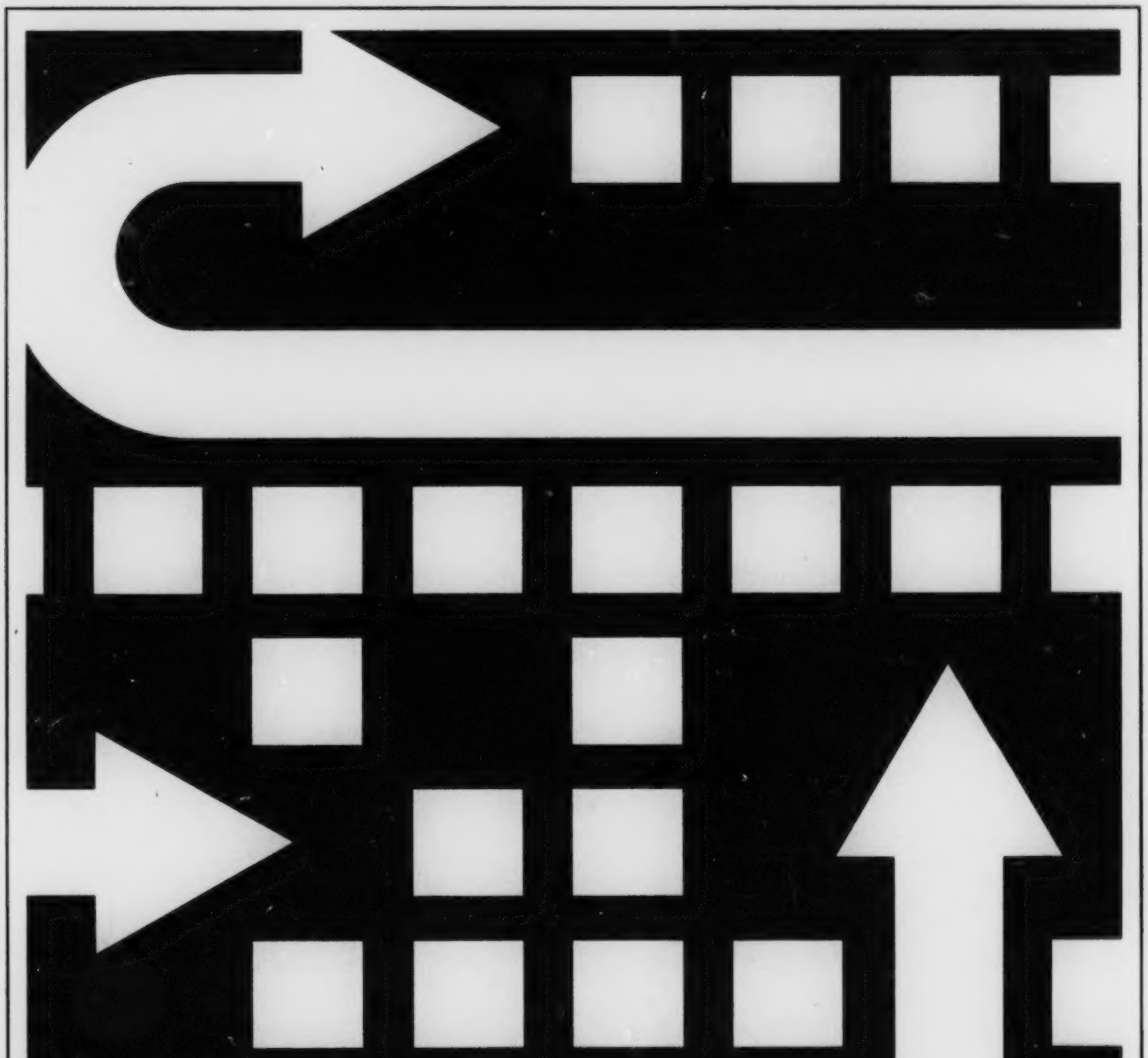
SAMPLE

INTERACT
LEARNING THROUGH INVOLVEMENT

FIRST AMERICANS ARRIVE: 11,000 BC

An early American history activator



FIRST AMERICANS ARRIVE: c.11,000 B.C.

BACKGROUND ESSAY

Setting: Beringian, Land Bridge and North America
Time: c. 28,000 to 11,000 B.C.

> “Perhaps 50,000 years ago or more …”

This activator will involve you and your classmates in one of the world's greatest migrations. Perhaps 50,000 years ago or more, nomadic Asians crossed a land bridge connecting Asia and North America and initiated the discovery of a New World long before Europeans touched upon the continent's soil. These first "Indians" gradually fanned out all over a vast continent never before inhabited by humans. You and your wandering band will cross Beringia's bridge and explore this new land. Many of you will be persuaded by others to settle in a certain region. As you do, you will learn about America's original immigrants, their diversity, and the geography of the regions in which they settled just before the Europeans arrived.

Breaking the stereotype Many Americans think of Indians inaccurately, visualizing Indians as horse-riding, red-skinned warriors with face paint and feathers. These stereotyped historical figures probably fire arrows from a bow, throw tomahawks, wear moccasins, and, when in camp, live in tepees. They use the American buffalo for implements, utensils, food, and clothing. The reality is that parts of this description fit historical American "Indians" in only one particular region, the Great Plains. Here Plains Indians, the Comanche, Sioux, and Cheyenne, have played major roles (literally) in our movies and TV "horse operas"—all of which have helped perpetuate an inaccurate and narrow stereotype.

> “To add to the image …”

Native-Americans Many Americans have not only stereotyped Indians; they have also incorrectly labeled them. Early European discoverers, convinced they had touched upon the East Indies of Asia, misnamed the native peoples "Indians," creating a problem in most parts of the world with regards to people from India. Anthropologists today refer to Indians as Amerinds or Amerindians. More widespread for today's population is the term Native-Americans. Over the centuries, Indians were also called "redmen" or "redskins," an incorrect reference to their skin color. Certainly, with Asian characteristics, the skin color is a shade or two darker than whites from Europe, yet the designation "red" clearly is as inappropriate as it is offensive to some.

BACKGROUND ESSAY - 2

Asian origins Scientists, anthropologists, archaeologists, and geologists keep pushing back the time when Asian arrived in “America.” What is certain is that evidence (blood type, ear wax, and many physical similarities of what is called the mongoloid race) shows the forebears of this immigration into the North American continent once lived on the Siberian tundra, hunting animals with primitive weapons, living in near freezing conditions, and wearing clothes fashioned from caribou fur. This simple hard life had one rule: follow the herds of life-sustaining animals or perish. While this pattern of Siberian life took place, the world was in the midst of the last ice age when great glaciers covered the lands of the Northern Hemisphere.

“
...
wondrous
sights in
a semi-Eden
land
...
”

Beringia The last ice age had profound implications for migration from the Old World to the New World. With the drop in sea levels, Beringia, a land bridge between Asia and America, appeared. Its existence invited Asians eager to leave the difficult nomadic life of Eastern Siberia to risk the journey across the wide and long “highway” to what is now Alaska. Off and on over the next millennia, 34,000 BC to 30,000 BC and 26,000 BC to 11,000 BC, migrating Asian hunter-gatherers braved the stark, forbidding Beringia (now the Bering Strait) and the ice sheets that lay across Southern Alaska and Canada to travel through the uncharted ice-free corridors of the North American continent. The Asians who survived such ordeals eventually came upon wondrous sights in a semi-Eden land thick with vegetation and swarming with animal life.

Descendants From these intrepid First Americans came their descendants who would populate the two continents from Alaska to the tip of South America. These peoples would eventually be called *Native Americans.* As these new immigrants reached a new region, they decided to stay or move on. Over the centuries, they came upon many different geographic regions with great varieties of animal and plant life, most of which these hunters had never seen before in their largely barren ancestral Asian homelands.

“
...
differences
were dictated
by their geo-
graphy and
environment
...
”

Diversity The descendants of the prehistoric pioneers, despite being related in some ways, would become mostly diverse. Many tribes were still simple nomads; others were forest-dwellers surviving as hunters and fishermen. Still other tribes practiced agriculture. Many lived in adobe cities; others lived in tepees and wooden longhouses. Thus, the millennia before 1500 produced great variations in customs, traditions, foods, tribal organization, shelters, weapons, languages, and ways to obtain a food supply. Most of these differences were dictated by their geography and environment.

BACKGROUND ESSAY - 3

Cross Beringia and settle down Now it is time for your tribe to decide to settle in one of the continent's many regions. If you are one of the first immigrants to arrive, you will try to persuade later arrivals to immigrate to your region. If chosen to be a part of the second "wave" of Siberian immigrants, listen carefully to the "natives" who want you and your tribe to settle with them. First, however, put on an extra caribou cape, load up your dogs, and brave the elements of the Beringian land bridge to America!

> “…
> load up
> your dogs
> …”

Resources to consult

- Debelius, Maggie. *The First Americans* (The American Indians Series). Alexandria, Virginia: Time Life Books, 1992.
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- Hakim, Joy. *The First Americans.* New York: Oxford University Press, 1993.
- Hassrick, Royal B. *The Colorful Story of North American Indians.* London: Octopus Books, 1974.
- Oakley, Ruth. *The Marshall Cavendish Illustrated History of the North American Indians: In the Beginning.* New York: Marshall Cavendish, 1991.
- Reader's Digest. *America's Fascinating Indian Heritage.* Pleasantville, New York: The Reader's Digest Association, Inc., 1978. (This book is a fine survey of regional Indian diversity.)

Visual history

- **Documentaries:** *500 Nations* (Episode 2 deals with First Americans) shown on CBS in April 1995 (50 min.); *The Infinite Voyage: The Search for Ancient Americans*, shown on PBS in April 1995; *Native Americans 1994-95,* Scholastic/NBC News Video.
- **Film:** *A Man Called Horse* starring Richard Harris (1970). In one 15-minute segment, an Englishman goes through the pain of hanging by his pectorals in an Indian ritual common to the people of the Plains.

A Man
Called Horse

POSTSCRIPT - 1

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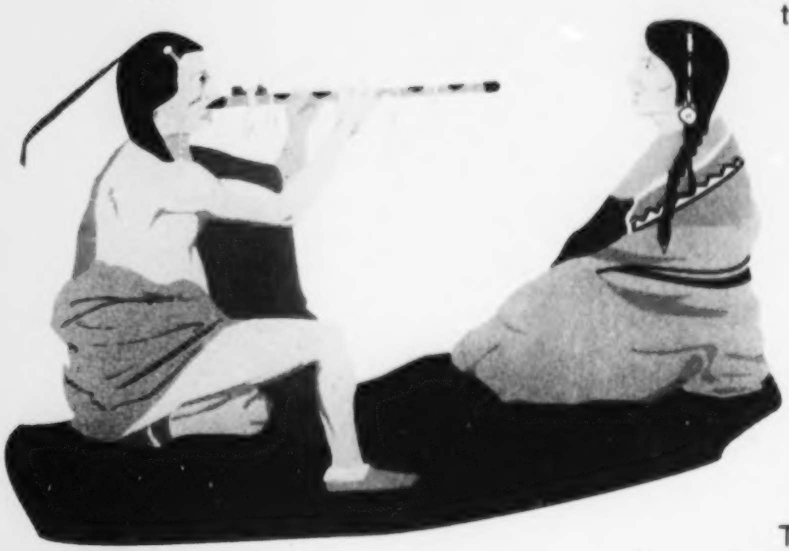
...
Native-Americans
or



Amerinds
...
"

The prehistoric bands which left Beringia and fanned out over North America and South America became the peoples we now call Native-Americans or Amerinds. Regardless of the exact time when they arrived, the fact remains that American Indians had two vast continents to themselves. Then in the 1500s the Europeans came to these shores and forever altered the different cultures and societies nurtured over thousands of years.

The Norse, according to the sagas and physical evidence, came first. Around A.D. 1000 Leif Erickson most likely led a small expedition from Greenland to Newfoundland. A later expedition of Greenlanders quarreled with local Indians. This skirmish was first recorded in a saga of two cultures in conflict. Next, Christopher Columbus, an Italian sailing under flags of Spain, came to the New World and touched on islands in the Caribbean and on mainland South America. Following Columbus came a flood of explorers and settlers from Spain, France, Netherlands, and, especially, England. Most Europeans treated Native-Americans poorly, ready to dispose of them, or exploit them, rather than see them as equals or "noble savages." Thus, the world of the Indian began to crumble as Europeans and their descendants swept into the interior of the continents.

Eventually, the Spanish colonized and ruled Central America and South America. They Christianized the Indians, but in most cases, they never really accepted Indian culture and society. Indians, including advanced civilizations such as the Aztecs and Incas, were conquered (or annihilated), converted, and often enslaved.

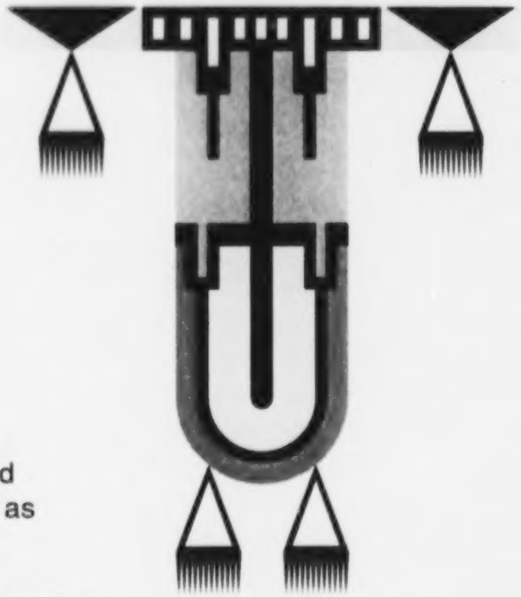
The Indians fared no better in North America. The English colonists, as early as the Puritans in the 17th century, portrayed the natives as savages and children of Satan. Over the next two and one-half centuries, until 1900, the history of Native Americans is a tragic chronicle of conquest, deceit, and betrayal by the English and later by the Anglo-Americans. One historian estimates, as an example of this deceit, that more than 400 treaties, perhaps signed in "good faith" by U.S. government officials, were broken.

Additionally, many tribes were wiped out by "white man's diseases," most likely smallpox and cholera. Even more tribes were removed often at bayonet point from their ancestral lands to make way for land-hungry farmers, railroaders, or gold-seeking miners. By the late 19th century, Indians became wards of the U.S. government, now responsible for the social and economic welfare of its earliest peoples. Many were put on reservations, uninviting plots of land in mostly undesirable regions of the country.

What appears to be a "bad deal at the trading post" may require a second look to see a more positive Indian legacy. True, some of today's Native-Americans live in poverty, face a continuing problem of alcoholism, and see their youth torn between two distinct societies. Nevertheless, the impact of their overall legacy is immense. Indian place names (e.g., Illinois, Wisconsin, Mississippi River), foods (corn, potatoes, tomatoes, chocolate, pumpkin), essential medicines (ipecac, petroleum jelly, quinine), and a living-within-nature value system have enriched the history of not only the United States but also the world as well.

Thus, the descendants of the "first Americans" have a mixed legacy. A recent history of discrimination, pain, struggle, and identity is countered with a proud heritage of cultural achievements and simple life-style that many Americans today acknowledge and admire.

"… a proud heritage of cultural achievements …"



For your information

As European and North American civilizations met, the so-called "Columbian Exchange" also began an hemispheric 'swap' of peoples, plants, animals and diseases that, starting in 1493, altered the world.

To North America:
horse, cow, sheep, coffee, orange, banana, daisy, carnation, chicken, honey bee, small pox, measles.

To Europe:
corn, potato, tomato, chili pepper, squash, pumpkin, peanut, pecan, cashew, pineapple, turkey, petunia, tobacco, syphilis.

THE NORTHWEST PACIFIC COAST - 1

Our People of the Northwest Pacific Coast

You may wish to embellish the information below with outside research.

- **Climate/Environment** We live along the waters of the Pacific Ocean on the northwest region of the continent. Our days are cool and damp, and many trees grow very tall. Our winters are mild; our summers never get hot.

- **Food** Our staple is fish, including halibut, salmon, cod, and shellfish. Our diet is supplemented with small forest animals, berries, and nuts.

- **Tribes** We will be called by others Haida, Bella Coola, Tillamook, Nootka, Coo, Karok, Hupa, Yurok, and Chinook.

- **Special attractions** We pride ourselves in our great baskets, carved wooden boxes, canoes, decorated hides, and pieces of hammered copper. Our totem poles are famous among our people in other nearby regions. Most of all, our potlatches will lure fun-loving people to our region. These lengthy feasts and celebrations of weddings, naming an heir, or removing the stigma of a shameful accident, are big expensive parties which are so costly that those who sponsor them squander their fortunes providing food and gifts.

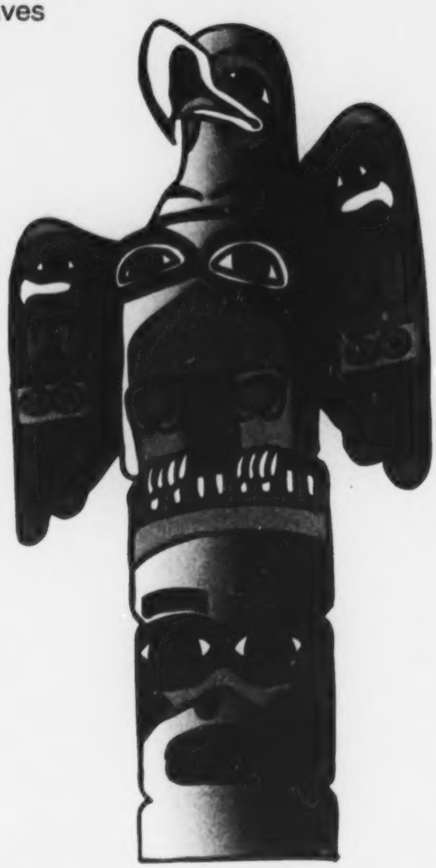
- **Living conditions** We live in large, gabled, plank houses with door poles that have large and colorful family crests on them. Totem poles, which have no religious significance, add to the magnificence of our communities.

- **Religion** We believe in many spiritual beings–ravens, bears, whales, eagles, and beaver. We have shamans who use magic to deceive and to enhance their prestige.

- **Appearance and fashion** We wear simple, rough shirts or robes of fur or shredded bark. Sometimes in summer our men wear nothing or don breechcloths. Our women always wear plant-fiber skirts. When the weather is cold, furs and hides suffice as cloaks or capes. We rarely wear moccasins, but we do put on hats in rainy season. Interestingly, we pierce our noses to hold ornaments, and some men of our tribes grow mustaches and even beards. Many of our men and women wear beautiful tattoos.

THE NORTHWEST PACIFIC COAST - 2

- **Behavior/War** We try to avoid making war, but if war happens we use clubs, daggers, spears, and bow and arrows. We usually make slaves of our enemies.
- **Transportation** We travel mostly by water, in large, impressive canoes called dugouts, some up to 60 feet long hollowed from one single tree. Occasionally, we use longer ships to harpoon whales far from shore.



Demonstration Before hand, research totem poles and make an abbreviated pole using covered up cylinder cartons from oatmeal products. Also consider rolled tagboard or cardboard tubes from paper products.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

... Your Presentation

THE NORTHEAST AND EASTERN WOODLANDS - 1

Our People of the Northeast and Eastern woodlands

Research For ...

(You may wish to embellish the information below with outside research)

- **Climate/Environment** Our influence stretches over a land between the Atlantic coast and the Mississippi River. We experience all seasons in our mostly forested region.

- **Food** We eat a great variety of foods, including deer, bear, nuts, rabbit, woodchucks, geese, partridge, duck, corn, beans, squash, and lots of fish and shellfish. Specialties are corn dumplings and real maple syrup, baked apples, and smoked meat.

- **Tribes** We will be called Iroquois, Powhatan, Delaware, Kickapoo, Huron, Mohawk, Algonquin, Winnebago, Shawnee, Seneca, and Tobacco.

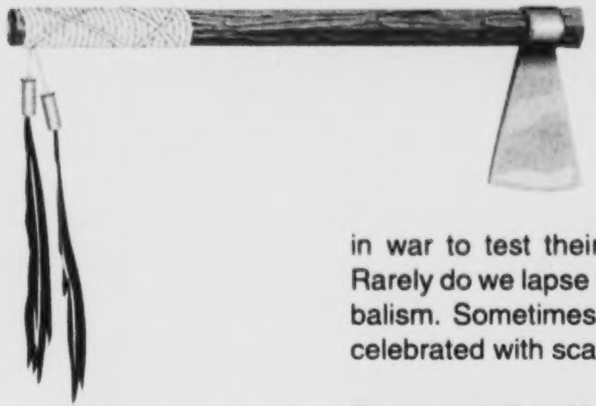
- **Special attractions** We have given to language several important words: hickory, hominy, moccasin, wigwam, and wampum (beads or shells used as "money"). We have created the most powerful and sophisticated tribes north of Mesoamerica. We invented the idea of a confederacy. We are fierce warriors and great hunters of moose. We make marvelous false face masks, some with horse hair. Members of the False Face Society wear these masks during healing rituals. We are very skilled with the bow and the arrow.

- **Living conditions** Some of us live in tents made of animal skins. These wigwams are easily portable, but most of us live in wooden "longhouses," which are rectangular buildings with barrel-shaped roofs within a stockade.

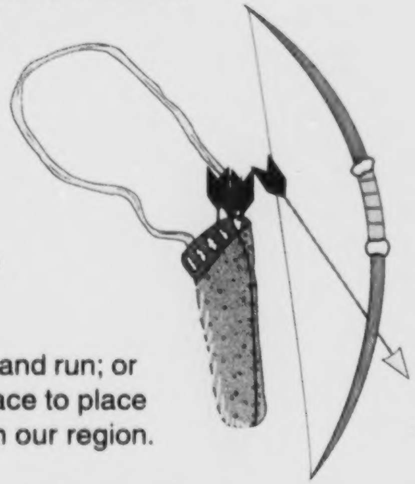
- **Religion** We worship numerous spirits but the most important is the Master of Life, the Supreme Being. We have powerful shamans, some of whom practice magic. We revere old age, and death releases us into a world without pain, illness, and sadness.

- **Appearance and fashion** Men wear really comfortable breechcloths, leggings, shirts, and moccasins. We shave or pluck out our hair, except for a strip of hair that stands up from the forehead to the back of the head (called much later, "the mohawk"). As a taunt to our enemy, some of us grow a scalplock, that hangs down the back of the head.

THE NORTHEAST AND EASTERN WOODLANDS - 2



- **Behavior/War** We are masters in the art of war. It is a way of life for us. We are experts with the bow and arrow and tomahawk. Some of us, notably the Iroquois, cruelly torture captives in war to test their courage. Rarely do we lapse into cannibalism. Sometimes victories are celebrated with scalp dances.



- **Transportation** Mostly we walk and run; or we paddle canoes to get from place to place along the many beautiful rivers in our region.

Demonstration You could demonstrate any of these: making and displaying a wampum belt; using a bow and arrow or throwing a tomahawk effectively. The Seneca game of "Snowflakes" would also be a nice show-and-tell activity. This interesting winter game is explained in detail on page 137 of the Reader's Digest *America's Fascinating Indian Heritage.* New York, 1978.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

THE GREAT PLAIN - 1

Our People of the Great Plain

You may wish to embellish the information below with outside research.

- **Climate/Environment** We dominate the region from the Mississippi River to the Shining Mountains, and from Canada to Texas. Open to the Canadian winds and blizzards, we experience cold winters and hot summers. Fall and spring are gifts from the earth father.

- **Food** We eat small game, corn, beans, squash, deer, elk, and the greatest protein source of all, buffalo, which gives us food, clothing, utensils, and weapons.

- **Tribes** We will be called by others the Sioux, Pawnee, Cheyenne, Arapaho, Kiowa, Comanche, Oto, Kansa, Crow, and Blackfoot.

- **Special attractions** The buffalo is our sustenance, so we tend to be nomadic. We sing and dance in our ceremonies. The teepee and the travois are somewhat unique to our region.

- **Living conditions** We live primarily in tepees, conical-shaped dwellings covered with skins. We think the tepee is one of the most ingeniously devised human habitats ever. It is warm in winter and cool in summer. Rain never comes in and smoke always goes out. Some plains people live in earth-covered lodges.

- **Religion** We have a famous sun dance. Sometimes we endure great physical torture (staring at the sun or hanging from a tall pole with hooks in our chests). Our religion centers around spiritual power. Everyone of our people has a personal spiritual guardian (bird, dwarf, mosquito) taken on following a vision while fasting and being tortured.

- **Appearance and fashion** We wear breechcloths, pants and shirts made of buckskin, with quills. Frequently, we wear feathered headdresses to show prowess in the arts of war.

- **Behavior/War** We raid other tribes for goods and loot to show daring and bravery. War dances often precede raids and scalp dances follow raids. Scalps are seen as war trophies. We boast about deeds in war: "counting coop" (coo) is special to our people. This is an act of touching a live enemy with a hand or special stick and getting away unharmed. If the enemy is later killed in battle, credit goes not to the killer but to the one who counted coup.

THE GREAT PLAIN - 2

For your information

This "large animal" hints at the horse, which the Plains Indians would utilize effectively after 1500.

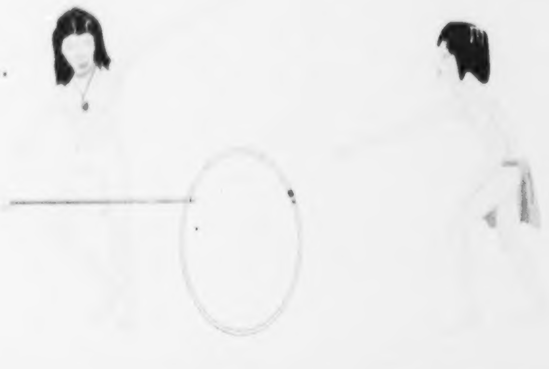
… Your Presentation

- **Transportation** We walk everywhere. No doubt this will change someday when we might find a large animal to ride. Some paddle canoes. If we have a load to carry, we use the travois, a frame made from poles and skins, and dragged along by dogs.

"We walk everywhere ..."

Demonstration Consider researching sign language and then demonstrate how it is used by your people on the Plains or show pictures of tepees and make one as a demonstration. Reenact a "counting coup" scenario as another suggestion. Play the game of hoops and poles (throw spears through hoops sticking out of the ground, or through a rolling hoop.) Another game: the game of hand, a sleight of hand exercise with two small objects, one marked, the other plain.

"Play the game of hoops and poles ..."



Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

THE SOUTHEAST - 1

Research For ...

Our People of the Southeast

You may wish to embellish the information below with outside research.

- **Climate/Environment** We occupy the region from the Atlantic coast west to the lower Mississippi Valley. Rich in flora and fauna, the land is beautiful and has a moderate climate. The sun shines most days of the year. Everything grows in our soil.

- **Food** We live mostly by farming, hunting, and fishing, so we eat corn, nuts, beans, berries, deer, fish, turkey, and dog meat. We make a terrific corn soup and corn cakes. Our root jelly and hominy dishes are mouth-watering.

- **Tribes** Greatest among us are tribes which will be called Creek, Choctaw, Seminole, Cherokee, and Chicksaw–the five civilized tribes.

- **Special attractions** We make beautiful plaited baskets with diagonal and zigzag designs. We have a terrific Green Corn ceremony every year, when the corn is really ready to eat and life seems to be renewed. Another ceremony is the "Black Drink," a brew drunk to cleanse our systems and strengthen us as individuals. We use tobacco to give us supernatural powers, to heal us, and to bring us good fortune; it also suppresses hunger, wards off evil spirits, and helps the marriage bond between men and women. We smoke it during councils and offer tobacco pipes to visitors as a gesture of hospitality. We use caffeine, aspirin, and herbal medicines.

- **Living conditions** Our dwellings are usually stockades with perhaps 100 rectangular houses around a village square. These homes are often covered with mud plaster, grass, or thatch.

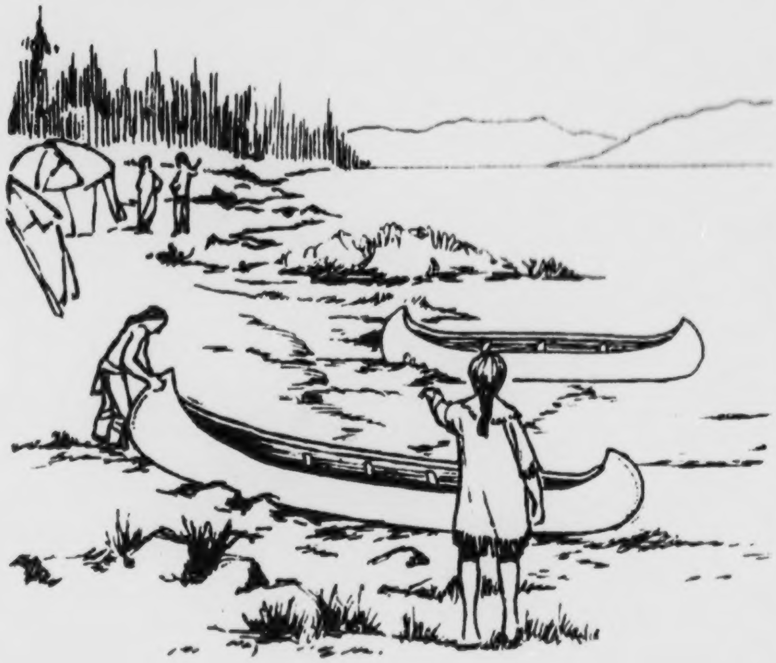
- **Religion** The sun is our deity, and red is our sacred color. Red is also the color of success and war. We practice monogamy mostly, but men can have two to three wives. We revere old age, and death is often welcome to free us from pain.

- **Appearance and fashion** We men wear breechcloths, leggings, sleeveless shirts, and moccasins. In the warm and sometimes wet summers, we mostly wear nothing at all.

THE SOUTHEAST - 2

- **Behavior/War** We go to war against others when we have to. Our universal symbol of war is the military club, and red is the color warriors wear into battle. Interestingly, before going into war, we fast for three days, drink a powerful snakeroot potion, and then vomit to purify our bodies' spirits. We also excel in the use of the blowgun and dart to confound our enemies.

- **Transportation** We get around in dugout canoes or cane rafts to navigate our abundant river systems and swampy areas. In most cases, however, we walk or run.



Demonstration Consider demonstrating use of a blowgun and dart (harmless version). Or call on a few volunteers to explain the game of Chenco, a violent kind of field hockey where many players break legs and even die after extreme play.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

Research For ...

THE SUBARCTIC - 1

Our People of the Subarctic

You may wish to embellish the information below with outside research.

- **Climate/Environment** It's cold here, but that's what our people who came from Siberia were used to. Your homeland was cold, right? Come, join us. Overlook the fact that our region is virtually treeless (some forests are in the southern portion of our region). We'd like to think that our environment challenges our people to great feats of courage and ingenuity. This region, the far north, stretches from Alaska across Canada to the Atlantic Ocean.

- **Food** We have the caribou, elk, musk-ox, and moose as our staples. We also eat birds, shellfish, salmon, cod, plants, berries, and nuts. Farming is almost impossible in the north because of the short growing season. One of our specialties is pemmican, a dried, concentrated food consisting of buffalo/caribou/moose meat and crushed berries.

- **Tribes** We will be called the Ahtena, Tahlan, Tanana, Ingalik, Beaver, Han, Dogrib, Yellowknife, Cree, Algonquin, and Athabascan.

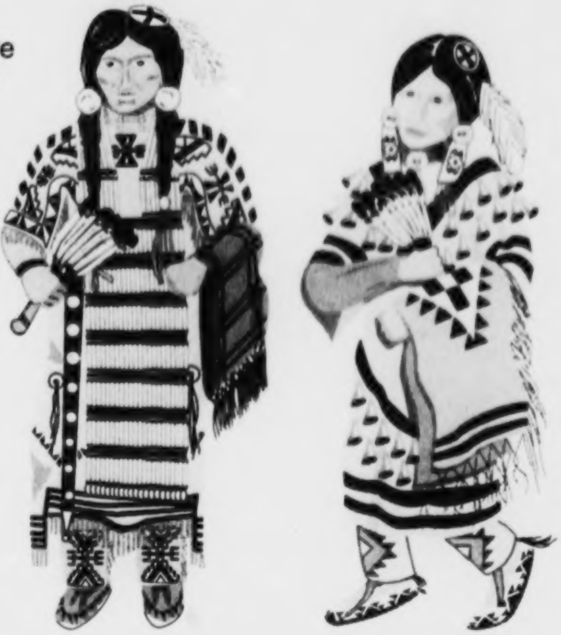
- **Special attractions** We are most like our ancestors, living a lifestyle similar to how our people lived thousands of years ago. We are very proud of our rock paintings, ceremonial masks, copper knives, arrowheads, and scraping tools. Attractive porcupine quills decorate our clothing. As cold, bleak, and monotonous as it appears our region is, and as hard as our existence seems to be, we have some wonders. In the spring the tundra burst into glorious color. South of the tundra is a forested area. And don't believe what you hear about the windigos, those 20-foot-tall "monsters" of the forest who are made from ice and devour their victims, that they disembowel a man with a sweep of their claw-like hand. Not true. Rumors. And the mosquitoes and blackflies aren't that bad either. Really!

- **Living conditions** We live in houses which resemble a tepee, covered with bark or skins. Most of the time we're nomads, following herds of caribou and moose.

- **Religion** We believe deeply in magic and the supernatural. Shamans help us get rid of evil and foretell the future. Some of our tribes feel a supernatural association with fish, blessing nets, poles, and fishhooks with charms that help us catch many fish.

THE SUBARCTIC - 2

- **Appearance and fashion** We wear animal skins as clothes. Rabbitskin robes are also worn, along with moccasins, mittens, and fur caps.



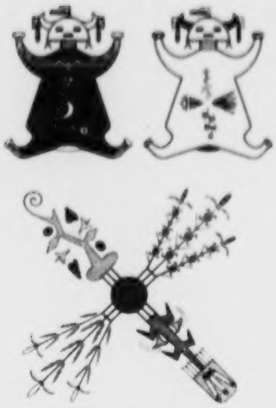
- **Behavior/War** We are not necessarily warlike, but we do have weapons of war, usually bows and arrows, spears, clubs, and knives. Our time is better spent finding food for survival than to make war.

- **Transportation** We get around by foot (mostly snowshoes). Our heavy loads are carried on toboggans drawn by dogs or pulled by hand. In a few areas, we paddle birchbark canoes, the ultimate in our people's technology.

Demonstration Consider demonstrating how to make pemmican, how to walk on snowshoes, or the beauty of rock painting (see page 330 in Reader's Digest *America's Fascinating Indian Heritage.* New York, 1978). Perhaps explain how the caribou was used by your people for meat, weapons, utensils, and clothes. Use visuals.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

THE SOUTHWEST - 1



Sand Paintings

Our People of the Southwest

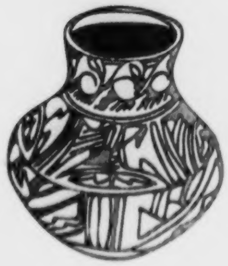
You may wish to embellish the information below with outside research.

- **Climate/Environment** Stretching from Texas to western Arizona, the country we live in is a beautiful, but sometimes harsh land. It's a place of contrasts–mountains and canyons, deserts and forests, rocks and groves, hot days and bone-chilling nights. Usually we have crystal-clear skies with unlimited vistas across the vast landscapes. Our mesas and buttes are unique on the continent.

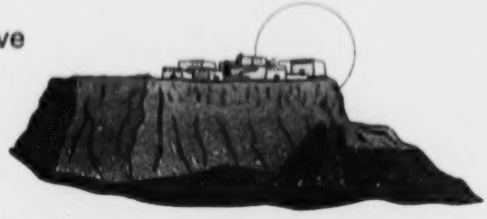
- **Food** We eat lots of corn and corn dishes. We even sprinkle cornmeal on newborns. We also eat beans and squash. Sometimes we eat deer, antelope, rabbit, fruits, and pinion nuts.

- **Tribes** We will be called Navajo, Pima, Apache, Hopi, Zuni, and Anasazi.

- **Special attractions** We have many attractions in the southwest, including the most skilled potters. We have the best painted ware on the continent, bowls, plates and pots, in designs of red, brown, and black on yellow-brown clay. These wares are bold, lively, and rich with symbolism. Our baskets and trays are magnificent, as are our sand paintings, woven rugs, and Kachina dolls.



- **Living conditions** Some live in pueblos. For defensive purposes, our stone houses are perched atop rock cliffs. One of our tribes, the Navajo, live in mud-covered structures called hogans.



- **Religion** Many of our religious societies meet in kivas. Kivas are round rooms dug into the ground of each house and serve the function of being a kind of a men's club where important decisions are made and religious ceremonies are held. During these ceremonies, we do some chanting and masked dancing. Hopi people have a snake ceremonial rite to guarantee a good harvest. Part of the rite involves capturing both poisonous and nonpoisonous snakes.

- **Appearance and fashion** We generally wear thin garments, the lighter the better since we live in warm temperatures with bright sunshine. On our feet we wear the traditional moccasins.

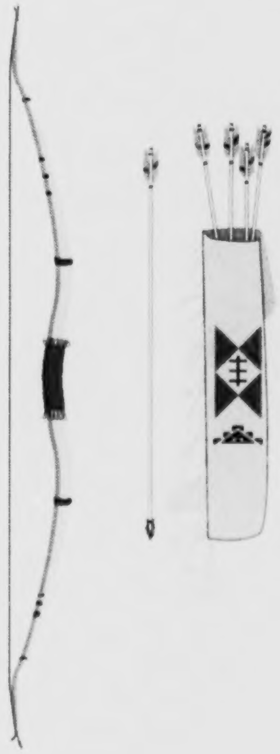
... Your Presentation

THE SOUTHWEST - 2

- **Behavior/War** Most of us are peaceful; we only fight when attacked. If one of us kills another, he must purify himself. Our people who will become the Apache, and some Navajo, are brave and fierce warriors.

- **Transportation** When we leave our pueblos, we use our feet as transportation. We do not usually have canoes because our land has few rivers.

Demonstration You might consider demonstrating the snake ceremonial rite (see pages 212-213 in Reader's Digest *America's Fascinating Indian Heritage,* or other convenient sources). Certainly worth displaying are examples of sand painting and pottery. Also, consider explaining with colorful posters the interesting history of Chaco Canyon, a vast community in the southwest rivaling the pyramids of other cultures. This complex housed at least 50,000 citizens and had highways linking communities miles away. These people, however, had no writing, no metals, and no plow. They did have a calendar, an irrigation system, and an understanding of engineering.



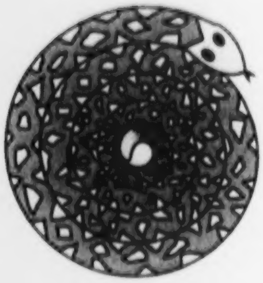
Another idea to demonstrate: Find or create a few arrows or spearheads and use the pieces while you inform your audience of the importance of the Folsom, New Mexico, archaeological find which proves to be one of the oldest human campsites in the Americas.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

THE PLATEAU, GREAT BASIN, AND CALIFORNIA - 1

Our People of the Plateau, Great Basin, and California

You may wish to embellish the information below with outside research.



Research For ...

- **Climate/Environment** Our region is large, covering land from the Rocky Mountains west to California. It is a land of desert, salt flats, mountains, and plateaus.

- **Food** Most of us have a varied and abundant diet, as varied as the landscape in our region. We eat fish, small game, corn, fruit, nuts, and berries. In California, acorns are a staple of the diet. Occasionally, we cook and eat prairie dogs, rats, snakes, grasshoppers, grub, and roots (the so-called Digger Indians).

- **Tribes** We will be called Paiute, Ute, Shoshoni, Bannock, Chumash, Mohave, Shasta, Pomo, Hupa, Wiyot, Yokut, Flathead, and Nez Perce.

- **Special attractions** We are basketmakers, par excellence. The Pomo, especially, make some of the finest baskets anywhere. Conical baskets made by the Yokut are so tightly woven that they can be used to carry water.

- **Living conditions** Our homes vary from tepees and lodges in the mountains to structures built partly underground and primitive dwellings covered with mats, rushes, or bark. Others choose to live in lean-tos called wickiups.

- **Religion** Like most all of the tribes on the continent, we are very religious. In fact, we believe in a supernatural power and our ceremonies may last for days. One tribe drinks crushed jimsonweed, a narcotic plant. Some of our people make much of dreams and believe the words of our shamans.

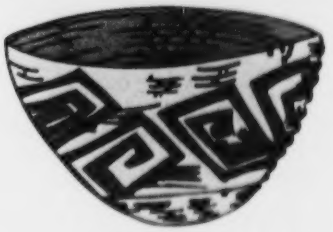
- **Appearance and fashion** Depending on which geographic region our people live in, men and women wear clothing appropriate to their own area. In California, where the climate is very pleasant, our people wear loincloths and skirts or go naked.

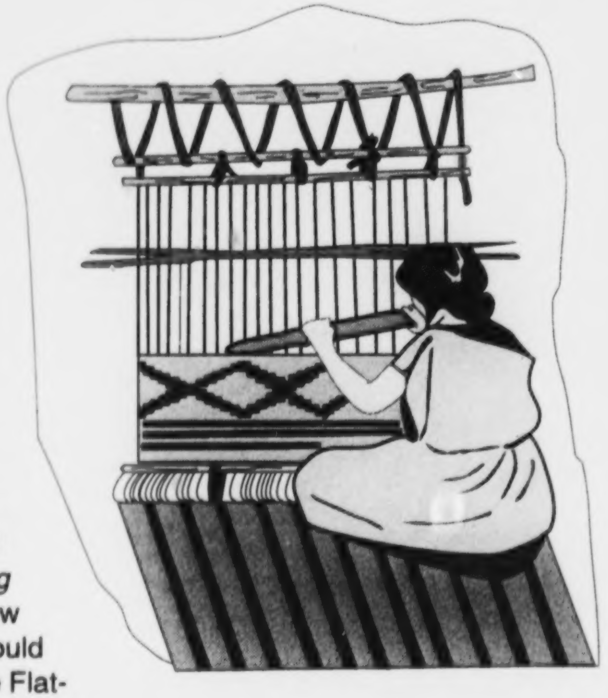
- **Behavior/War** Our people in the mountains tend to be more warlike than the usually peaceful and docile basketmakers of California. More than most other tribes, those in California love to gamble.

- **Transportation** As with other aspects of tribal life, our people's way of getting around varies with the geography. Some of us paddle canoes, but most of us walk.

THE PLATEAU, GREAT BASIN, AND CALIFORNIA - 2

... Your Presentation





Demonstration Consider demonstrating the basket-making skills of the California Indians. You could explain braiding and twining techniques (see pages 268-269 in Reader's Digest *America's Fascinating Indian Heritage,* New York, 1978). Or you could demonstrate how the Flathead Indians flattened the skulls of babies to achieve this unique human characteristic. Or you could demonstrate the sequence of taking sweatbaths used by Indians in California.

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

MESOAMERICA - 1

Our People of MesoAmerica

You may wish to embellish the information below with outside research.

- **Climate/Environment** We live in middle America, between the people of the southwest and the tip of South America. It is a warm yet invigorating climate, where a man can work and play all year long and not have to struggle to find a food supply. It is rarely cold. We have deserts, flatlands, mountains, and jungles.

- **Food** Many of us cultivate maize (corn) and beans. Along with squash, these make up the staples of our diet. We also eat other foods. Chocolate is a nectar from the gods, but corn is our sustenance.

- **Tribes** We will be called Olmec, Toltec, Aztec, Chibcha, Inca, and Maya.

- **Special attractions** We consider ourselves the most advanced and sophisticated people on both continents. We have built huge stone figures, pyramids, and cities. We have developed a system of writing, invented a calendar, and created beautiful pottery, gardens, baths, and , in one area, a well-stocked zoo. Clearly, then, we have built empires, stretching through vast portions of Central America and South America. Thus, none of the achievements of the people north of us come close to what we have achieved.

- **Living conditions** Most of us live in farming villages, but many dwell in cities near ceremonial centers. We spend so much time outside that our houses don't need to be elaborate or fancy.

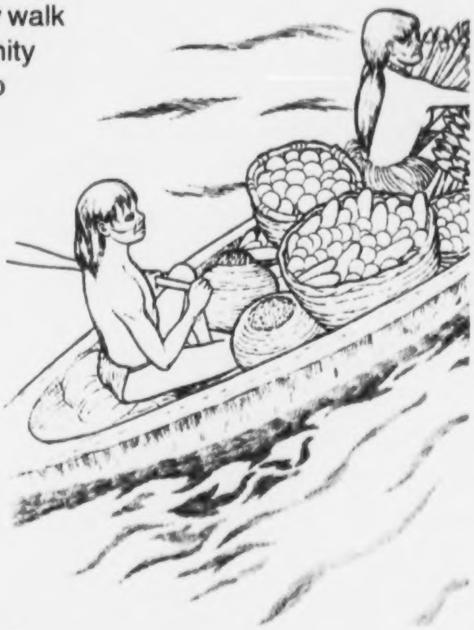
- **Religion** We worship many gods, such as the god of rain, the god of sun, and the god of corn. We have a special priesthood that guides our people spiritually. In some cases, we use animals and humans to sacrifice to the gods in hopes of fortune in weather, agriculture, or war.

- **Appearance and fashion** Both men and women wear a coatlike top garment. We men wear a breechcloth under the coat. Women wear a wrap-around skirt, usually made out of cotton or, in the case of poorer people, made out of plant fiber. Priests and some officials wear elaborate jewelry. Their feathered headpieces are incredibly colorful.

MESOAMERICA - 2

- **Behavior/War** Warfare is important to our people as our empires spread great distances. We usually wage war for political and economic reasons. Sometimes we wage war to take captives to sacrifice in religious ceremonies as well as to work as slaves. Our armies are led by kings or by others specifically trained in the arts of war.

- **Transportation** We usually walk from community to community along highways connected to our large cities. Sometimes we paddle canoes and boats along major canals in and around cities.



Demonstration Consider several possibilities or demonstrations. You could research the history of chocolate (and serve hot chocolate), its medicinal qualities, etc. A few tribes in Meso America played a game which resembled basketball. They played this game on huge courts near the cities' temples. Research it and demonstrate how it was played. Research the Mayan calendar and explain it with visual aids, or explain visually how Inca stonemasons cut stones and built great structures without using any mortar. These buildings still stand despite time and the frequency of earthquakes. Last, demonstrate how corn was grown, and how many foods your people made from this "food of the gods."

Presentation suggestions: Pretend you are members of the local chamber of commerce, eager and proud to convince people to visit and settle in your community. Work to turn every flaw into an advantage or asset. Occasionally use modern slang. ("This is a really 'cool' place to live. Moving here will be a decision you'll never regret," etc.) Do extra research on your region and tribe. Have "audience" members whom you are recruiting come forward to assist you during your presentation. Use audiovisual aids (a drum beat along with a recorder instrument). Use a map to explain visual statistics. Keep your presentation within the time limit given to you.

ROSTER OF THE PEOPLE

FIRST WAVE IMMIGRANTS

SUBARCTIC SUB

______

______

______

EASTERN WOODLAND WOOD

______

______

______

SOUTHEAST SE

______

______

______

SOUTHWEST SW

______

______

______

GREAT PLAINS GP

______

______

______

NORTHWEST NW

______

______

______

**CALIFORNIA/PLATEAU
GREAT BASIN** CMB

______

______

______

MESOAMERICA MA

______

______

______

SECOND WAVE ARRIVALS

PERIOD

☐

CHOSE?

- ______ ☐
- ______ ☐
- ______ ☐
- ______ ☐
- ______ ☐
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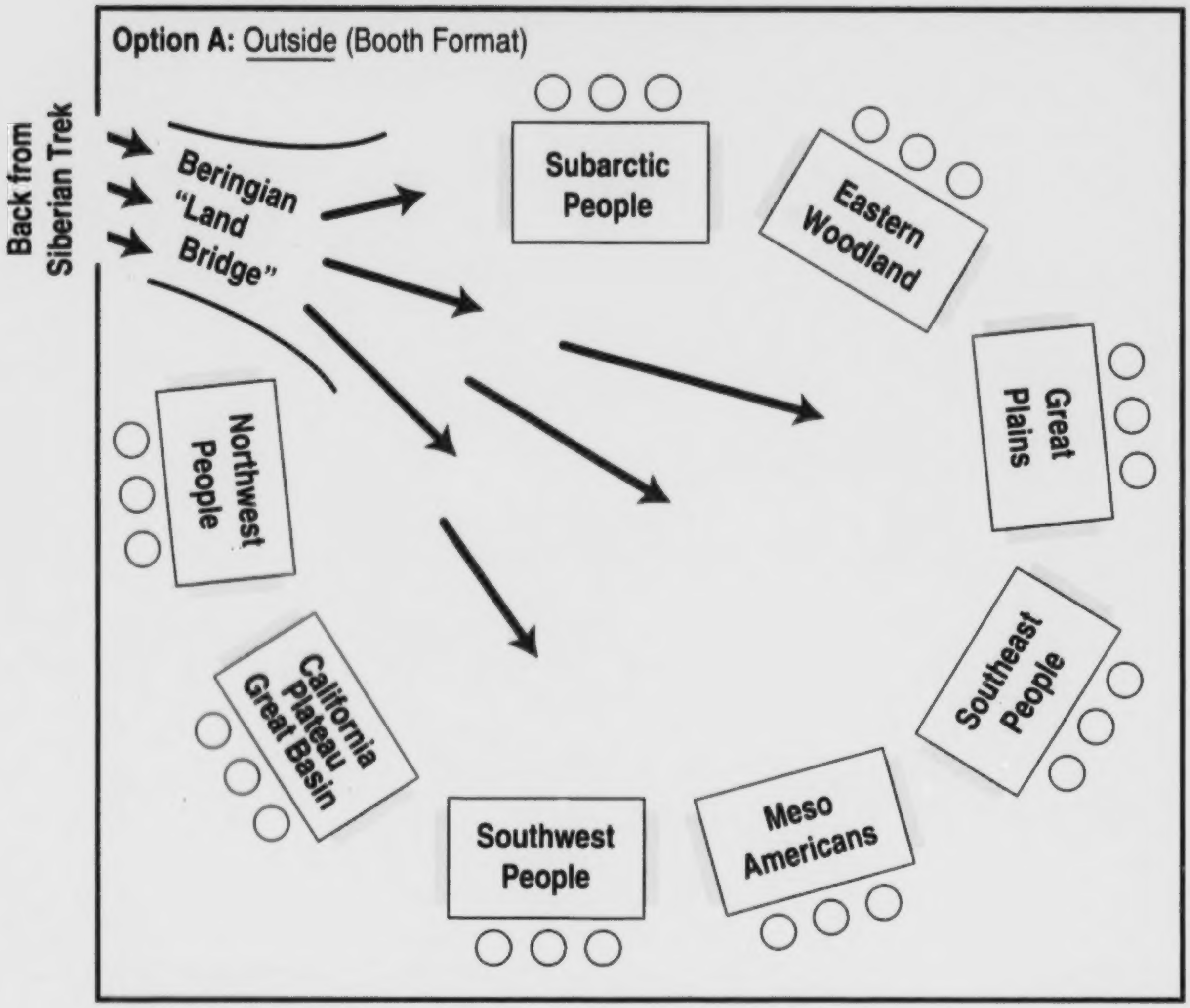
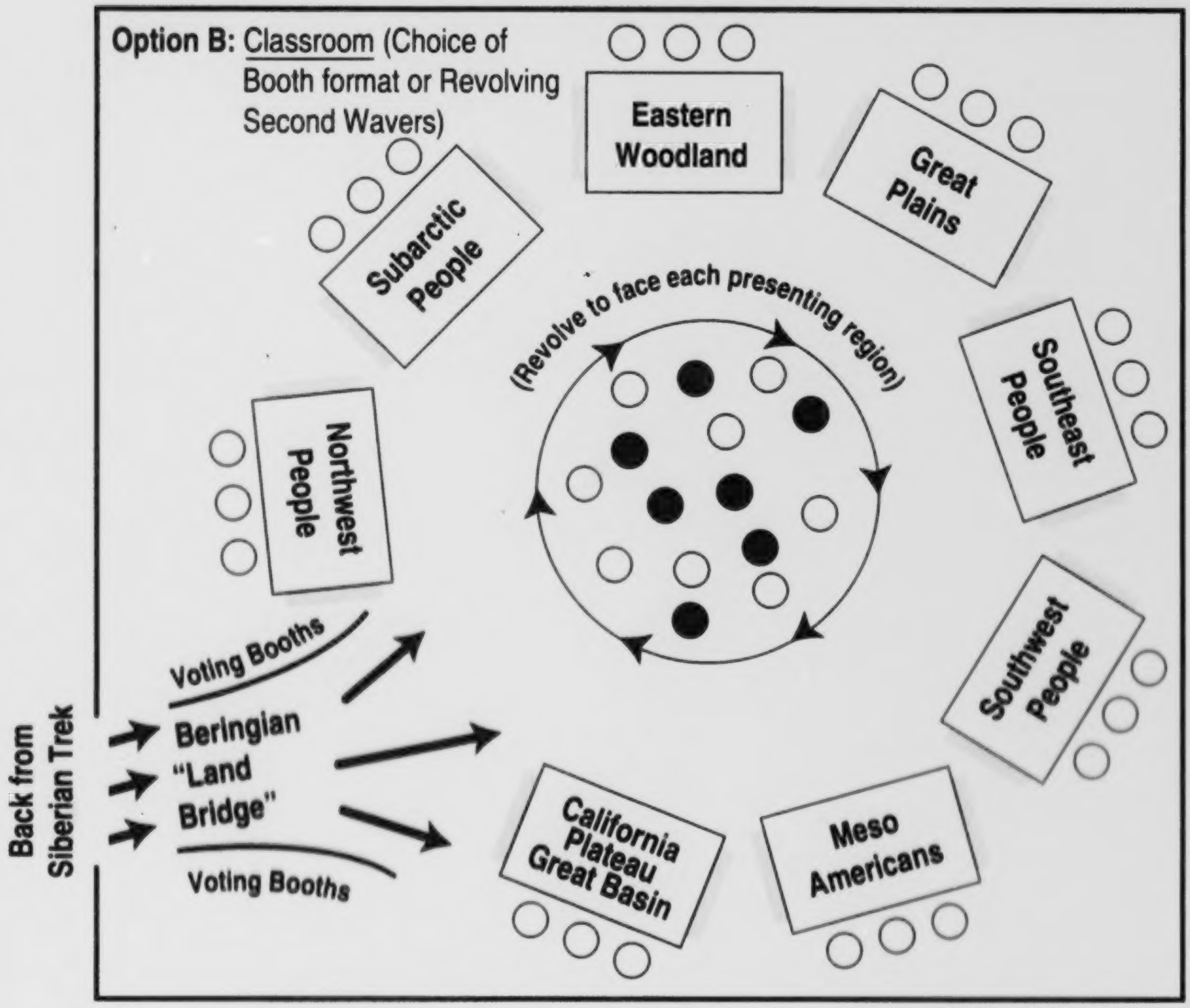
Schematic: First Americans Arrive (11,000 BC)


Option A: Outside (Booth Format)
Back from Siberian Trek
Beringian "Land Bridge"
Subarctic People
Eastern Woodland
Great Plains
Northwest People
Southeast People
California Plateau Great Basin
Southwest People
Meso Americans

Suggestions

- Have some sort of bridge or passageway to simulate Beringia.
- Give First Wavers a day or more to prepare, including audio/visual flourishes.
- Play drum and recorder music on tape or live "Native American" music throughout activator.
- Have Second Wavers take notes as they roam from booth to booth/table to table.
- Return to the classroom for "Last Ditch Pitches" from presenters. ("Second Wavers" are to sit "Indian-style.")
- Encourage First Wavers to make regional headbands.

Schematic: First Americans Arrive (11,000 BC)


Option B: Classroom (Choice of Booth format or Revolving Second Wavers)
Eastern Woodland
Great Plains
Subarctic People
Southeast People
Northwest People
Southwest People
Meso Americans
California Plateau Great Basin
(Revolve to face each presenting region)
Voting Booths
Beringian "Land Bridge"
Voting Booths
Back from Siberian Trek

Suggestions

- Same as Option A (Berigian Bridge entry)
- Have students sitting "Indian-style." Revolve to face each presenting region, or roam booth to booth taking notes.
- Allow time for "Last Ditch Pitches" to recruit settlers.
- Encourage First Wavers to make regional headbands.

SECOND WAVERS' NOTES - 1

NAME: ____________________________________

PERIOD ☐

INSTRUCTIONS:

Please jot down essential information from the regional presentations you will hear and see. From these notes you will determine where you will migrate to and settle down. At the end of this activator, vote for the region which impresses you with the most convincing data and delivery, not the region with the best beaches, tastiest grub, or swiftest canoes. And ... please ask hard questions of the regional reps (e.g., Why should we choose your region over all the others?)

Region and people: **SUBARCTIC** **SUB**	Region and people: **EASTERN WOODLAND** **WOOD**
Region and people: **NORTHWEST** **NW**	Region and people: **SOUTHEAST** **SE**

SECOND WAVERS' NOTES - 2

Region and people: **SOUTHWEST** **SW**	Region and people: **CALIFORNIA MOUNTAINS, GREAT BASIN** **CMB**
Region and people: **GREAT PLAINS** **GP**	Region and people: **MESOAMERICA** **MA**

After note-taking and careful consideration, I have decided to migrate to and settle down

in the region ____________________ ☐ CODE because (list 3-4 reasons):

- ____
- ____
- ____

LESSON PLAN - 1

Setup

1. **Duplication**

    - Consider duplicating a class set of both the BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages to use on an overhead projector at the appropriate times.)
    - Duplicate enough copies of the regional information sheets (pages 6-21) for each of the eight (or less) groups.
    - Duplicate enough of the SECOND WAVERS' NOTES for all the students who cross the land bridge in the second wave of Siberian immigrants. They use these sheets for note-taking.
    - Use one copy of ROSTER OF THE PEOPLE (page 22) to divide your class (see #4 on page 28).

Teaching Tip →

Consider having students from another class serve as Second Wavers.

2. **Option A or Option B** Decide which of these two options to use for this activator on the original Americans.

    - **Option A** is shown on the SCHEMATIC (page 23). Students play out the activator in a large venue (preferably **outside the classroom**), where each of the eight regional peoples sets up a kind of booth and "pitches" its region to second wavers who roam from region to region, listening and taking notes.
    - **Option B**, shown on the SCHEMATIC (page 24), would appeal to you if you cannot leave your classroom for more than a few minutes. In this option the regional groups set up displays/ booths around **the classroom** at the beginning of the period. Then they, as first wavers, come through the door first (the Asian-American land bridge), set up, and then pitch the achievements and virtues of their regions to the second wavers once they too cross the land bridge to the new continent. Second wavers sit Indian-style in the middle of the room, and they revolve to hear the individual pitches as they take place. Second wavers, as in Option A, take brief notes.

3. **SCHEMATIC, props, costumes, overlays** First, make your SCHEMATIC choice (see #2 above) into a transparency. Be sure you have studied it carefully. Bring to your classroom props or costume pieces to create the setting of pre-Columbian America. *(Examples:* harmless spears and "knives," headbands, colored beads, bracelets, drums, recorder, flutelike instrument, etc.)

Teaching **T**ip

If you have a small class, you may wish to eliminate MESOAMERICA.

4. **Roles** Since there will be three students in each of the eight groups, some 10-12 of your students will be in the second wave of arrivals. This means you should place your most responsible and articulate students in the first wave groups. All remaining students are second wavers who wander from region to region to hear recruiting pitches from regional spokespersons.

Actual lesson plan

Teaching **T**ip

Elementary teachers: *You may want to extend this activator to three or four days.*

1. To get the best from your students in this activator, advanced preparation is essential. By this, we mean that students should be put into first-wave and second-wave groups days before. First wavers need a class period to prepare their presentations. Perhaps while the first wave presenters meet and prepare, you could show a video on the First Americans recommended at the end of the BACKGROUND ESSAY.

2. Insure that your students learn the historical background. To augment what is contained in your history textbook, choose one of these options: 1) hand out the BACKGROUND ESSAY either the day before the class as homework or pass it out to be read in class (again, consider making transparencies of each page instead of individual or class set copies). 2) give a formal lecture based upon what is in the essay plus your own knowledge of the subject. 3) show a video or video snippet, using the suggestions at the end of the BACKGROUND ESSAY.

3. After the BACKGROUND ESSAY is reviewed and discussed (by reading aloud or as a semiformal lecture), put the SCHEMATIC transparency on an overhead projector and go over which option (A or B) they will carry out. Emphasize what will happen under the option you've selected and for which you have made preparations.

4. Whichever option you've chosen have students bury their bookbags in a corner of the classroom, don any costume pieces they've created and brought in, and then go outside to be led on a 5 to 15-minute trip (this simulates the long trek from Siberia to the land bridge). Next, before they reenter the classroom (crossing Beringia), separate students officially into first-wave presenters and second-wave immigrants. Allow the first wavers to come through the door (the land bridge) and get set up for their presentations (if you are using Option A, a similar kind of bridge or door should be simulated outside). To give first wavers more time, take the second wavers on another short hike before reentering the classroom.

Teaching Tip →

You may want your students to carry all their belongings with them as they make their trip from Siberia to America across the Beringian Land Bridge.

5. If **Option B**: (recommended)

- Once in the classroom, after their "Siberian trek," pass out the SECOND WAVER'S NOTES sheets and explain what you expect from them.
- Sit all second wavers in the middle of the room ("Indian-style"). Have the eight first-wave presenters tout their people and regions to second wavers.
- Once all presentations are completed, ask several individual students which region impressed them the most and to which region would they immigrate.
- If you have time, allow each region one minute to have a last-ditch pitch to recruit settlers.
- Call on individual second wavers to vote for his/her personal choice of the region to which he/she will immigrate. The winning region is the one which receives the most single votes.

Teaching Tip →

Make sure you emphasize that Second Wavers vote for the best presentation, not the region with the best surf and beaches, tastiest food, etc. Even the subarctic region should have a chance to win!

If **Option A**:

- Most of the sequence is the same except, after students have heard pitches outside by roaming from region to region, return to the classroom, sit the second wavers down "Indian-style," and allow the regions a one-minute last-ditch pitch to convince possible recruits to come to their particular region.
- Determine a winning region as in Option B.

Teaching Tip →

Perhaps you could pass out some "wampum" to the victorious regional group. Maybe a certificate, too?

If **Option C**: (Not on the SCHEMATIC)

- Under this option, all students are assigned to one of the eight regions. Then they prepare to present their people and region's best side as the rest of the regions listen and take notes.
- After all presentations, have a vote to see which group did the best job showcasing their people and region.

Teaching Tip →

This mini-event could be an exciting and thought-provoking climax to the presentations and voting.

6. As a further option, at the end of the voting, you could stage the arrival of the Europeans. Select three to four students beforehand, and at an appropriate time, after the voting and just before the debriefing, have them burst into the classroom with "swords." They then thrust their swords at some Indians, ogle the Indian women, capture a chief or two, and demand that Indians sign the treaties they hold in their hands. Perhaps the Europeans could use a long rope to chain-tie some Native-Americans. All this action would serve as a prelude to the next 500 years.

Debriefing

Decide whether you wish to use a shorter or longer debriefing. Here are possible ways to make meaningful what happened, presumably, as Siberian immigrants made their way to the American continents.

Shorter debriefing

Teaching Tip →

With younger or low-ability students you may wish to read from transparencies.

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.

Teaching Tip

The information in the regional handouts describe life and culture of each continent's peoples before Europeans arrived in 1500. For example, note how the Plains Indians were a horseless culture at this time.

2. At this point it might be appropriate to clarify a misconception some students may have. The Siberians who crossed the Beringian land bridge and fanned out over the two American continents did so over thousands of years, as far back in prehistory as perhaps 30,000 to 50,000 years ago. Archaeologists using carbon 14 dating are still seeking to push the arrival date past the remains found at Folsom, New Mexico, which date from 11,000 years ago. This activator really simplifies reality. Your students come in two waves, whereas immigration across the land bridge was continuous. Furthermore, it took maybe a millennium or more for those wanderers to penetrate the southern part of the hemisphere. Again, movement was gradual. Teams of regional Indians didn't act like a local chamber of commerce, trying to recruit settlers to their area. This technique was utilized by the author to help students understand in an entertaining way where Indians came from, the diversity of regional cultures, and the geographic differences of regional America.

3. Try this: Ask students how an adult "on the street" might visualize an Indian. What's the Indian's mode of transportation? (Horse). Male or female? (Male). What's his weapon? (Tomahawk/Bow/Arrow). What kind of dwelling does he live in? (Teepee). What animal is most important to his survival? (Buffalo). Is he warlike or peaceful? (Warlike). What's he wearing on his face? (Warpaint). What's he wearing on his feet? (Moccasins). Ask students next what they would now say to the "man on the street" about the stereotyped Great Plains Indian he probably described.

4. Ask students to discuss what they learned and what they felt as they played their roles as the first Native-Americans on the continent.

5. Consider having students write a Learning Log entry following the debriefing.

Longer debriefing

Teaching Tip

Consider using transparencies to save duplication time and paper.

Use one or more of the following debriefing activities.

1. Pass out the POSTSCRIPT. Either read this sad chronicle of post-9th-century Indians to your students or summarize the main points of each paragraph before going on. Consider using transparencies to save duplication time and paper.

2. Discuss points # 2 and # 3 in the shorter debriefing suggestions. These points discuss the reality of Siberian migration, archaeology, and stereotyping Indians.

3. Discuss: What does the average American think of Indians today? If you think it is a false perception, how would you change this image?

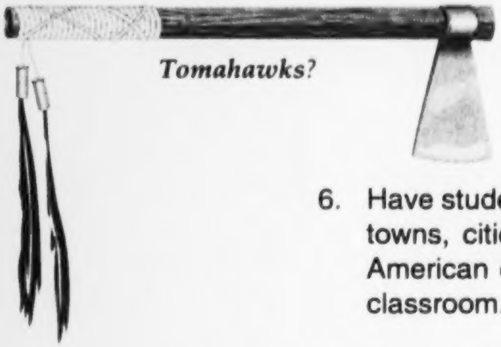
4. Have students make a book jacket of a bestselling nonfiction book on Native American history. Ask: What would your title and subtitle be for this historically-accurate history of Amerinds up to 1500?

Teaching Tip →

Ask your students this question: Should a high school in this decade use this symbol?

5. Recently sports teams who have mascots reflecting Native-American names have come under fire from various groups, including Native-Americans. Do the Atlanta Braves–whose fans make a tomahawk chop–Florida State Seminoles, Washington Redskins, and other professional, college, and public school teams denigrate "the people" and those who are living descendants of them? Many sports teams that share Indian names reflect a "savage" or aggressive side of Indians not exactly accurate of all Indians.

The Thomasville High School



6. Have students come up with names of rivers, lakes, mountains, towns, cities, states, food, articles, etc., which reflect Native-American origins. Build a list on the chalk/white boards in the classroom.

7. Have some students make pemmican or succotash and bring them in to share.

8. Consider what happened to the Native-Americans from 1500 to 1900. What do you think America would be like today if the Europeans had never sailed across the Atlantic, conquered, settled, and dominated this land? Briefly describe in a paragraph how America would be different.

Teaching Tip →

***Consider topics such as these:** family, personal property, nature, work, religion, child-raising, and the concept of time.*

9. What values generally held by Native-Americans do you think Europeans/white Americans of the 1500-1900 era found unappealing, backward, and even objectionable?

10. Briefly construct a Venn diagram or double bubble comparing and contrasting Native-American beliefs with those held by Americans of European ancestry.

    Or, if you face a time constraint, have students compare one value difference: nature.

11. Consider showing one early episode from the 1995 CBS documentary, *500 Nations*, or one of the excellent PBS specials listed at the end of the BACKGROUND ESSAY.

12. Have students come up with reasons why there is more poverty, alcoholism, youth suicides, and infant deaths among today's Native-American population than the rest of Americans.

- **Poverty**
- **Alcholism**
- **Youth suicides**
- **Infant deaths**

13. Make some transparencies or slides from books that have portraits of Indian chiefs and warriors. Have students note what the faces of these people exhibit.

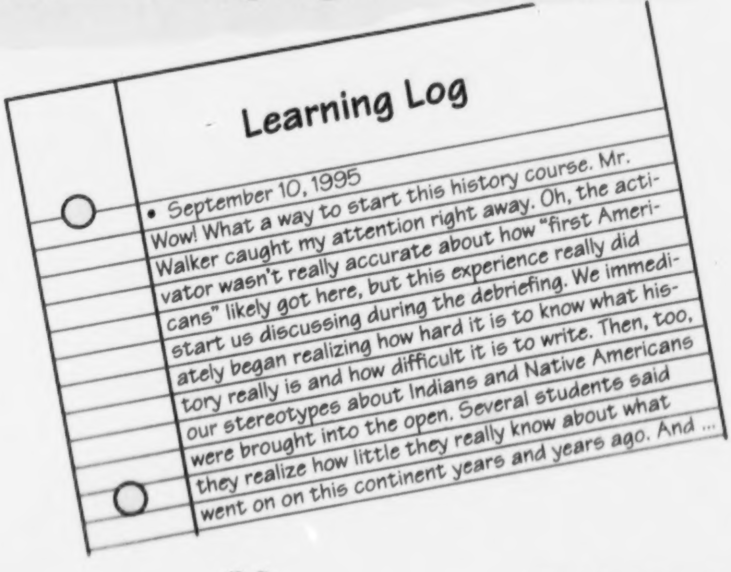
14. Ask students if Columbus or the Norsemen should be given credit for the discovery of America if Siberians by the thousands came here thousands of years before.

Teaching Tip →

If your students are intrigued by this idea, consider using Interact's ***WHO DISCOVERED AMERICA?*** *Call (800) 359-0961*

15. Consider having students write a Learning Log entry following the choices above which reflect their role in the activator.

Write a Learning Log ...



Learning Log

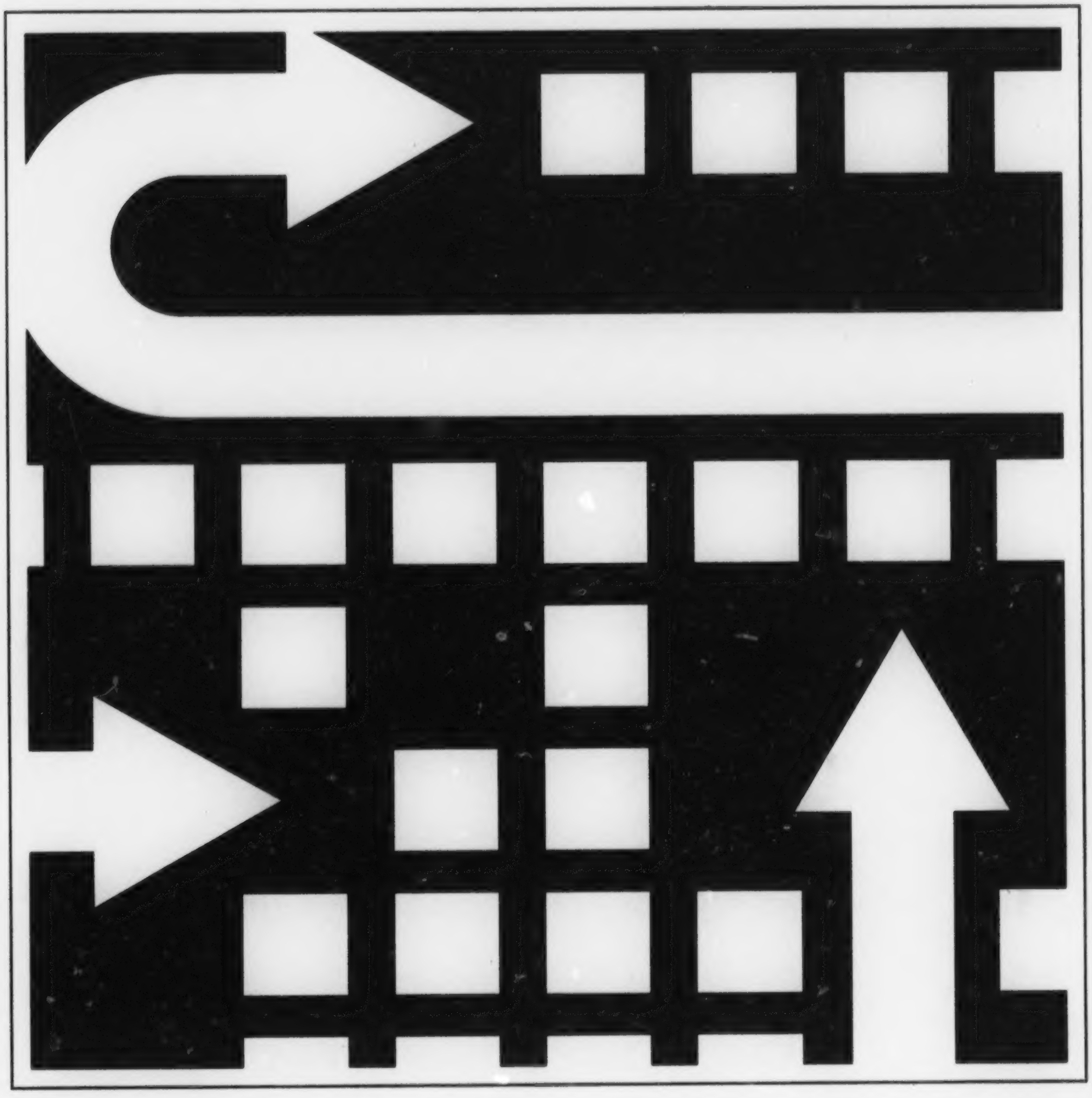
- September 10, 1995

Wow! What a way to start this history course. Mr. Walker caught my attention right away. Oh, the activator wasn't really accurate about how "first Americans" likely got here, but this experience really did start us discussing during the debriefing. We immediately began realizing how hard it is to know what history really is and how difficult it is to write. Then, too, our stereotypes about Indians and Native Americans were brought into the open. Several students said they realize how little they really know about what went on on this continent years and years ago. And ...

INTERACT
LEARNING THROUGH INVOLVEMENT

PURITAN GENERAL COURT: 1650

An early American history activator



INTERACT
LEARNING THROUGH INVOLVEMENT

PURITAN GENERAL COURT

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

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Interaction Publishers, Inc.
DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-211-5

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PURITAN GENERAL COURT: 1650

BACKGROUND ESSAY

Setting: Massachusetts Bay Colony
Time: March 1650

This activator will involve you in an imaginary trial of those who were accused of inappropriate behavior while they lived in the mid-17th century Puritan society. Establishing "a Zion in the wilderness" along New England's shores, these self-righteous Puritans chose to devise a rigid behavior code enforcing conformity few human beings could ever follow. Convicted wrongdoers and dissenters were brutally punished, imprisoned, fined, exiled, or executed. You and your classmates will role-play magistrates, snoops, and transgressors/witnesses alike in this lively re-creation of Puritan justice more than 350 years ago.

"A ZION IN THE WILDERNESS"

English origins The first permanent English colony in America was in 1607 at Jamestown, Virginia. Thirteen years later more English settlers colonized New England at Plymouth, Massachusetts. When these Pilgrims (a first group of extreme Puritans) came to America in the 1620s they, too, chose to settle in New England in what is now the state of Massachusetts. While neither Jamestown nor Plymouth brought many settlers to their villages, the 1630s Puritan migration to New England certainly did. For this reason and others, the Puritans had greater influence upon American history. The Puritans' decision to leave England, like the Pilgrims', was a religious one. England Puritans could no longer abide the laxness, corruption, superstitions, and artificial ceremonies that bloated the Church of England at that time. They called themselves "Separatists," wanting to cleanse, or purify, the church. Eventually considering this goal impossible, they then chose to sail to a new-world haven to start a new society.

FYI

For your information

Harvard scholar Perry Miller described "Puritanism" as a serious code of values carried from England to Massachusetts Bay Colony by dedicated Calvinist Protestants. Puritans definitely valued seriousness over pleasure. Life was a continuous struggle between good and evil. This group of religious zealots embraced "old-fashioned values" which did not emphasize fun and pleasure.

Massachusetts Bay Colony Once in New England, the Puritans put into practice a unique experiment in their Massachusetts Bay Colony. Making Boston the hub, the Puritans instituted a political and legal system. While democratic, it nevertheless gave favorable status to adult male church members who owned property. Because Puritan religion was intertwined with government and law, the colony was really a theocracy (literally defined as "a government by God"). This single fact added a different dimension to this colony's experiment.

Religion The Puritans followed the religious teachings of John Calvin, a French theologian. According to Calvin, God was a stern, punishing judge who meted out swift justice upon those who sinned. Since the Puritans believed man was born in sin, the Massachusetts Bay Colony was a fertile ground for sinners and punishment. So religious were the Puritans that they believed their purpose on earth, now American soil, was to glorify God by establishing a near-perfect society, "a city on a hill," to serve as a beacon and model for future generations.

Predestination Puritans also believed that all persons were destined before birth to be sent to heaven or hell. Never really knowing who were among the "elect" en route to heaven, individuals in the Massachusetts Bay Colony looked for "signs" of God's favor or disfavor. By doing this, they could calculate their chances. Interestingly, if an individual and his family prospered, followed society's rules, and avoided life's pitfalls and natural disasters (plague, drought), these endeavors could be viewed as a "sign" of God's favor and their guarantee of going to heaven.

"A CITY ON A HILL"

FYI

For your information

A Puritan Motto:
"Deeds, not words!"

Work ethic One way Puritans sought God's favor was to devote their waking hours to hard work, both mental and physical. Puritans believed that all members of their society should carry their own load by working hard on their many endeavors without complaint and with enthusiasm. To their children they preached that "Work is good for you. There is no gain without pain." Moreover, they stressed that work will bring necessities and perhaps prosperity. Most important, work will develop strong, moral character—a quality prized by the Puritans. Moral character included self-reliance, frugality, and resourcefulness; it resulted in individuals making "right" decisions.

For your information

Puritan children were taught to
Use it up,
Wear it out,
Make it do or
Do without.

Education Much of the moral character, or moral fiber, deemed so worthy by Puritans, was taught in the close-knit families and in school. Schools in the Massachusetts Bay Colony were founded to teach children to read the Bible, a skill used to fight off the pervasiveness of Satan. The Old Deluder Law of 1647 required all communities to set up public schools for all children. In these elementary schools students used New England primers to learn the basics of reading, mathematics, and religious values. To train teachers for these first schools in America, in the 1640s the Puritans established Harvard, America's first college, thanks to a contribution from benefactor John Harvard.

Justice So that their society could function with so many admirable goals and high standards, Puritan leaders (called theocrats) required their citizens to obey and to keep one eye on those who did not obey. Of course, there were many in the Massachusetts Bay Colony who just couldn't walk the narrow path or snoop on another as well or as often as they should. For some Puritans, breaking the religious law was common and frequent. These wrongdoers experienced one miserable episode after another. Since the Puritans had laws against most human behaviors, the magistrates often handed out Biblical punishment for a multiple of sins.

For your information

Since they believed Satan (the Devil) continually was tempting them to sin, they must punish any community members who gave in to the human tendency to do evil.

Public punishment Here are a few of the many transgressions which would put you in hot water: breaking the Sabbath by traveling, cooking, shaving, or laughing; swearing, getting drunk, being unfaithful to your spouse, beating your spouse, stealing from your neighbor, lying, cheating, loitering too long, refusing to obey church elders, challenging religious beliefs, remaining idle and choosing not to work. The punishment for breaking Puritan law ranged from paying a small fine to banishment and death. Those guilty of "petty" crimes were transgressors. These poor souls suffered gaol time, whippings, time in the stocks or pillories, or wore a large letter on their clothing to bring attention to their moral infraction. (For example, Hester Prynne in Nathaniel Hawthorne's *The Scarlet Letter* wore an "A" to indicate she was an adulteress.) Severing fingers, ears, hands—along with using hot irons and ducking stools for gossipy women—were also common. Thus, public humiliation was the basis of Puritan punishment for wrongdoers. Nevertheless, powerful dissenters such as Roger Williams and Anne Hutchinson chose to challenge the Puritan colony's entire theology; but when both were tried, their arguments were ignored, and they were banished from the Massachusetts Bay Colony.

THE SCARLET
A
LETTER

Your day in court Just how humiliating and how difficult it was to defend yourself before the community and in front of several magistrates will be agonizingly real as you and your classmates now role play Puritans in court. Those who sit in judgment on the rest of you will have the responsibility to let no sin or crime go unpunished, for Puritans believed that if one transgressor was not properly punished, the entire community would suffer some calamity sent from God. So accept your fate as a magistrate, transgressor, or court witness. Prepare to learn about a dedicated group of early Americans who left a mixed legacy of positively influencing the future American character and of barbarously and publicly torturing its non-conformists. ***Good luck!***

Resources to consult

- Miller, Perry, ed. *The American Puritans: Their Prose and Poetry.* Garden City, New York: Anchor Books, 1956. (This little volume addresses the literacy and intellectual accomplishments of the Puritans.)
- Miller, Perry. *The New England Mind: From Colony to Province.* Cambridge, Massachusetts: Harvard University Press, 1962.
- Newcomb, Wellington. "Anne Hutchinson Versus Massachusetts," *American Heritage,* Vol. XXV, No. 4. (June 1974), pages 12-15, 78-81.
- Pomfret, John E, with Floyd M. Shumay. *Founding the American Colonies.* New York: Harper & Row, Publishers, 1970, especially pages 149-209.
- Wertenbaker, Thomas Jefferson. *The First Americans, 1607-1690.* Chicago, Illinois: Quadrangle Books, 1971.
- Wertenbaker, Thomas Jefferson. *The Puritan Oligarchy: the Founding of American Civilization.* New York: Grosset & Dunlap, 1947, especially pages 159-182.

Visual history

- **Feature films:** *The Scarlet Letter,* Nathaniel Hawthorne's classic novel, has been made into a film several times, most recently in 1995. This version stars Demi Moore as Hester Prynne with Gary Oldman and Robert Duvall as prominent Puritans in the Massachusetts Bay Colony dealing with the strict moral code against adultery. An early 1980s TV mini-series of *The Scarlet Letter* starred blue-eyed Meg Foster as Hester.

- **TV mini-series:** *Three Sovereigns for Sarah* (1985) with Vanessa Redgrave centers around the Salem witchcraft trials of 1692. It is worthy of your consideration for its portrayal of people living in a pressure cooker of intolerance.

Teaching Tip →

You might mention the 1995 version of ***The Scarlet Letter****, but you should not likely show it in class because of its R rating.*

POSTSCRIPT - 1

The tight grip Puritanism had on its people in the Massachusetts Bay Colony could not last forever. As the seventeenth century was ending, an increasing number could no longer live up to all the strict codes and restrictions. When the hysteria of the Salem witch trials of 1692 subsided, the influence of their leaders —"theocrats" who had been elected rulers to carry out the will of God—was continuing to decline. The witch trials had shown how far to extremes a society could go to punish its citizens. Nineteen people and two dogs had been hanged, and one man, brave Giles Corey, had been pressed to death with heavy stones because he did not admit to being a male witch (a warlock). All these unnecessary victims resulted from too much focus on conformity and too little acceptance of human imperfection. After these tragic events, Puritanism in its harshest form became diluted as it spread across the colonies and as other more tolerant colonists continued migrating into New England.

While it is true that the Puritan behavior code restricted the freedom that many humans need to create and live full lives, nevertheless the positive side of the Puritan legacy ledger is undeniably impressive. As historian Thomas Bailey wrote, just about everything the Puritans left added to the "fiber and backbone" of the American character, if not to the enrichment of life itself.

> "FIBER AND BACKBONE"
> Thomas Bailey

Repulsed by a rocky, infertile soil, New Englanders were attracted to the sea, and in doing so, they became the sailors, whalers, shipbuilders, and sea captains of America. The cod became New England's "crop." The influence of this tiny section spread as its ships sailed the oceans in commercial enterprises that brought wealth to American banks to finance other business ventures.

While we often laugh at the jokes and stereotypes that broadly paint the character of the flinty and narrow-minded New Englander, their respect for thrift, frugality, practicality, self-reliance, and high-moral standards may be lacking in some of us today who are often accused of being overly self-centered, extravagant, wasteful, impractical, or dependent upon others for help. We should never forget that the early Puritans did not feel like victims. *They felt that they themselves were responsible for determining their own future.*

Public schools, often under attack today, remain an important part of American democracy, the latter being an extension of the town meetings of the seventeenth century. Schools enlighten each generation of young people and prepare them for careers that require hard work, sacrifice, and thought. Moreover, intellectualism and profound literature, by-products of a superior school system, bloomed in nine-

POSTSCRIPT - 2

teenth-century New England. Herman Melville, Nathaniel Hawthorne, Ralph Waldo Emerson, and Henry David Thoreau wrote classic American novels and essays that were certainly influenced by the forefathers of Boston who established the schools and colleges these writers would eventually attend. Not surprisingly, Harvard University remains one of the world's finest institutions of higher learning.

"YOU ARE YOUR BROTHER'S KEEPER"

Biblical advice

Perhaps the most important legacy of the seventeen-century Puritans, however, was their moral conscience, permeating humanitarian causes over succeeding centuries. New England men and women exhibited military zeal in championing causes ranging from more humane treatment of the insane to women's rights and the abolition of slavery. The Biblical advice that "You are your brother's keeper" was taken to heart by New England abolitionists who crusaded against slavery. The financial contributions, persuasive writings and speeches, and their direct involvement in the movement struck an enormous blow against American slavery.

So let us not judge too harshly the seventeen-century Puritans' episodes of intolerance and self-righteousness presented in this activator. Clearly, there is another side to these fervent people. American Puritans were more complex than most Americans realize. We need to remember that their society nurtured both the sensitive poetry of Anne Bradstreet and the sparse but handsome architecture of their homes and churches.

PICK A PURITAN NAME

MEN

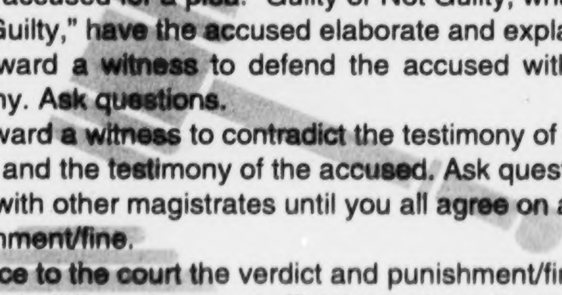
Cotton Corwin
Dudley Duxbury
John Wigglesworth
Niles Woodbridge
William Banks
Henry Ashton
Martin Dorchester
Josiah Willard
Miles Merton
Cotton Endicott
Eddison Phips
Harris Fairbanks
Charles Danforth
Christopher Greenwood
Robinson Seward
Edward Saltonstall
John Vane
Ebenezer Wilson
Daniel Duffington
Aaron Goddard
Uriah Oaks
Oliver English
Ezra Eagleston
Giles Newbury
Increase Bennett
Cotton Carter
Caleb Parker
John Porter
Fisher Tompkins
Reggie Roxbury
Wintrhrop Bobbins
Proctor Parris
Thomas Osborne
Jacob Heath
Francis Harvey
Josha Able

WOMEN

Anne Hubbard
Arbella Ames
Deborah Whipple
Mercy Moody
Sarah Groton
Mary Carver
Edwina Butterfield
Charity Hull
Trinity Bacon
Elizabeth Dunton
Hope Hathaway
Mary Bradstreet
Mary Lechford
Tabitha Townsend
Georgina Grant
Margaret Attlee
Caroline Bell
Gwendolyn Dyer
Cecily Cuthbert
Anne Empson
Eleanor Adams
Millicent Maybury
Eve Eastbourne
Mary Durham
Gillian Gilroy
Jane Gray
Mercy Hill
Sarah Seymore
Ruth Farnsworth
Charity Putnam
Hope Rutherford
Martha Good
Goody Williams
Anne Warren
Priscilla Gedney
Abigail Alden

PURITAN PUNISHMENT: MAGISTRATES GUIDELINE - 1

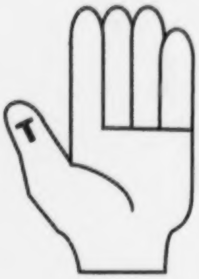
As you prepare to be a magistrate, keep in mind your role as an authority on the law. *(If possible, wear a black robe!)* As each case comes before you, act and look like a Puritan judge:



1. Call the accused forward.
2. Read the facts of each case aloud to the entire court.
3. Ask the accused for a plea: "Guilty or Not Guilty, what say ye?"
4. If "Not Guilty," have the accused elaborate and explain the plea.
5. Call forward a witness to defend the accused with supporting testimony. Ask questions.
6. Call forward a witness to contradict the testimony of the previous witness and the testimony of the accused. Ask questions.
7. Confer with other magistrates until you all agree on a verdict and a punishment/fine.
8. Announce to the court the verdict and punishment/fine.
9. Have the bailiff or other court official take the guilty to be punished in front of the public.

Obviously, the need to punish sinners and other non-conformists in the Massachusetts Bay Colony stemmed from a desire to establish law and order in their new homeland, and to enforce their strict moral code, which, if broken by one unpunished transgressor, could doom the entire community to face an angry God's wrathful vengeance.

"
…
benefit



of clergy
…
"

On the next page you will find a list of actual punishments meted out over the years in New England and a list of possible punishments you can use to simulate those horrid actions inflicted on humans in the 1600s. Keep in mind that most lawbreakers (they had broken the legal or religious moral code) could plead "benefit of clergy." This plea meant that if they could read the Bible in open court *without one error*, the crime's punishment was reduced. Example: Their punishment would be that they had to have only their left thumb branded with a hot iron letter: (**T** = thief, **B** = blasphemer, **D** = drunkard).

"…GUILTY OR NOT *GUILTY*, *WHAT* SAY YE?…"

PUNISHMENT: MAGISTRATES GUIDELINE - 2

Remember:
The basis of Puritan punishment is public humiliation.

Nevertheless, be careful.

Actual Punishments	Substitute Punishments
Benefit of clergy: reading of the Bible without one error	"Benefit of clergy": reciting: "Mary had a little lamb," the U.S. Pledge of Allegiance, Ring-a-round the Rosy, Humpty-Dumpty, your school song, paragraph from your history textbook, U.S. Constitution Preamble, Itsy-bitsy spider, etc.
Stocks or pillory	Sit on a "sharp" desk edge with arms fully extended; or stand on one leg with arms extended
Fines	Collect and sharpen class pencils, pick up every bit of paper and debris on the floor, whisper while on knees "I'm sorry" to every classmate *individually*.
Jail time (gaol)	Put lawbreakers in a "jail" classroom section.
Wearing a sign	Wear a sign around neck or a bad bag over head (large brown shopping bag)
Whipping (lashes or "stripes" with a whip)	All students wad up paper into balls and toss at transgressor who is immobile and whose backside faces the class.
Branding/wear letters	Stamp/draw in ink on thumb, forehead, or hand a letter representing the infraction. Cut out large capital letter for transgressor to wear on shirt or blouse. Put paper bag over transgressor's head; bag reads, "Bad Bag— Heretic."
Public shaming	Entire class points finger at transgressor. Transgressor is pulled around classroom with a rope around his/her waist while being pelted with paper balls.
Piercing tongue with iron, sharp pins stuck into tongue, or tongue in a cleft (split) stick	Clothes pin or paper clip on tongue (Ouch!). Cover mouth with masking tape.
Hanging	? *Hmmmmmmm* ?
Ducking stool	Spray water on guilty. (Tie towel around neck so clothes don't get ruined.)

SIGN-UP SHEET

I. Court Officials

PERIOD ☐

A. Chief Magistrate: ____________________

B. Magistrates (4): ____________________ ____________________

____________________ ____________________

C. Governor of MBC: ____________________

D. Court crier and keeper of order: ____________________

II. Defendants in Court	**Student**
A. Case of	
B. Case of	
C. Case of	
D. Case of	
E. Case of	
F. Case of	
G. Case of	
H. Case of	

III. Witnesses	**For**	**Against**
Case A		
Case B		
Case C		
Case D		
Case E		
Case F		
Case G		
Case H		

ROLE PLAYING PROFILES

Magistrates (4-5)

1. The group of you have been selected to act as magistrates (i.e., judges and prosecutors) in the cases before the general court.
2. Act authoritatively and use language appropriate to a court of law and Puritan times.
3. Open court with a brief legal introduction. Then proceed through the cases, making sure that each case's facts are presented.
4. Call the accused forward: "What is your name? *(Pause)* What say you, ____, in defense of the charges?"
5. Ask next for testimony from two witnesses.
6. Last, deliberate together to decide on a verdict. Consult the PURITAN PUNISHMENT; MAGISTRATES GUIDELINE sheet for suggestions and wisdom.
7. Be somewhat hostile toward the accused in your role as judges and prosecutors.

Witness (2 per group)

1. You will be given some details of the case in which you will either testify against or for the accused.
2. In your group of three, it will be decided which side you are on, and, accordingly, you will prepare, with the aid of the other two in the group, details to use when you testify information in your particular case.
3. Fabricate details within the context of the case and then be clever in the presentation of your testimony. Use events, names, places, dates, or even props to bolster the "facts" of the story which are consistent with the case.

Defendant (1 per group)

1. You will be given some details of the charge against you.
2. Prepare a clever performance to include a defense of your actions.
3. Read the details of the case very carefully, and then think of ways to fend off the prosecution's case against your particular sin or transgression.
4. Decide, too, whether you will be a defiant or compliant defendant. If you are defiant and are then found guilty, the severity of the punishment might increase.
5. When the punishment is carried out, be a good sport and go along and "suffer" for your wrongdoing.
6. Help *both* witnesses in your group to prepare their testimony for and against you.

PURITAN COURT CASES - 1

"… to celebrate her happiness …"

- **CASE A: Breaking the Sabbath**

Facts: In Puritan life Sundays are set aside as a *serious* day of communion between man and his maker—a day of worship, sacrifice, and prayer. Breaking the Sabbath is everybody's business in Massachusetts Bay Colony. The accused was caught violating the Lord's Day by chopping wood to heat his house and to cook food for his family. His wife, on the same day, sang and danced under the trees in the brilliant sunshine. She said she was doing it "to celebrate her happiness." Several of her children were seen dancing and laughing with her. The husband should control himself, as well as his wife and children.

Usual punishment: A 10-shilling fine or five lashes with a whip.

"Wear G on chest …"

- **CASE B: Gambling**

Facts: In Puritan society, gambling—in any form—is strictly forbidden. It is a sinful violation of the law of honesty and industry. A man's work, not chance, should determine his success in life. The accused was caught with a deck of cards he brought from England and kept hidden. He had asked several friends from Salem Village to join him in games of cards involving money. Dice were even seen at one such gathering. Just to possess dice or cards is illegal.

Usual punishment: Wear "**G**" letter on chest; a fine of 20 shillings; 10 "stripes."

"… stole

ham …"

- **CASE C: Theft**

Facts: In one of the Bible's Ten Commandments, stealing is condemned. The accused, during a brief "starving time" last February, stole bacon, ham, and venison from the smoke house belonging to the community's blacksmith, John Armstrong. He also took several pints of oatmeal from the entryway. The Armstrong family could ill-afford the loss of food from its larder as the wife expects their fourth child in June. The nefarious act of thievery shows a lack of discipline and self-reliance, to say little of the absence of good work habits and self-respect.

Usual punishment: Branding a **HT** (hog thief) on forehead with a hot iron, five lashes with a whip, or cutting off one hand.

PURITAN COURT CASES - 2

“Idlesness
is a
quicksand
...”

- **CASE D:** Idleness

Facts: Idleness is scorned in our Puritan community. It is like a quicksand waiting to devour the weak and lazy. Devoted Puritans must carry their own load in society. As the Bible's book of *Proverbs* says, “Go to the ant, thou sluggard. Consider her ways and be wise.” After his crops failed, the accused has refused to work at jobs cleaning out privies offered by townspeople. He said “Such degrading tasks are beneath me, for I have spent two years studying at Harvard College.” Recently he has lived off relatives for six months, a real burden for that family. Any money he earns now seems to go for grog and cards.

Usual punishment: Three days in the pillory; gaol time until he finds a full-time job.

“...
branding
his
cheek
with an
I
...”

- **CASE E: Selling guns to Indians**

Facts: Relations with the local Indians have not always been good, especially the Pequot tribe. Nevertheless, the accused did, in fact, store up excess gunpowder and guns and decided to sell, at a profit, both these materials to a potential enemy of this holy community. The savages have little respect for rules of war or for the Christian society that we Puritans represent. This is a second offense for this crime, and this amoral man must be severely punished as an example for the whole community.

Usual punishment: Gaol time; branding his cheek with an **I** (Indians) with hot iron.

“...
rebellious
towards
his
father
...”

- **CASE F: Rebellion against parents**

Facts: We Puritans have a law which states that if any child above age 16 curses, smites, or is rebellious towards his father or mother, or does not obey his parent's command, such a son may be put to death by his natural parents. The accused has run away to another village after refusing to obey his father's command to clean up the animal pens near the barn. This time, the boy brandished a hoe and threatened his father before running off. What will our community's youth think and do if the accused gets away with behavior such as this which undermines family authority in our society?

Usual punishment: If guilty, parent could put him to death. Minimally, the youth must receive a whipping and considerable time in the stocks.

PURITAN COURT CASES - 3

- **CASE G: Use of blasphemy or vulgar language**

“
...
the use
of profanity
...
”

Facts: There is no more certain sign that a person's moral code has weakened than the use of profanity. Cursing in oaths, using the Lord's name in vain or anger is an abomination. The 14-year-old accused has used a profane tongue both in and outside the school within the ears of other youth. The elders have reprimanded his parents, but to no avail. In retaliation, the youth was seen throwing two stones at the windows of one elder's home. The boy even sent an obscene note to the elder's wife with 24 words of blasphemy and sexual comments.

Usual punishment: Five stripes (lashes) with a whip; pins stuck through the tongue.

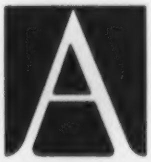
- **CASE H: Drunkenness**

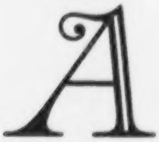
“
Wine
is a
mocker
...
”

Facts: All Puritans, especially the church elders, are deeply concerned about excessive drinking in our community taverns and inns. The sin is drinking in excess, when words are slurred and behavior—vomiting and lisping—is outrageous. Our community must always remember the Bible's warning: "Wine is a mocker, strong drink is raging, and whosoever is deceived thereby is not wise." The accused spends much of his time in the Leaning Tree Tavern and imbibes copious amounts of beer and alcohol, and not for reasons of body warmth in winter. He wastes several shillings a week on grog, money which would be better spent on his family.

Usual punishment: A 10-shilling fine or 10 lashes with a whip. Time in the stocks until sober.

- **CASE I: Adultery**


For him


For her

Facts: Adultery, when one of our members has sexual relations with another person outside his or her Christian marriage, is a dreadful sin. This immoral act surely dissolves the trust between man and wife. The two accused—both of them from two separate marriages—have known one another in the Biblical sense. The accused woman is now three months with child by the male accused. The death of his wife a year ago does not release him from this unpardonable and embarrassing sin of the flesh. The woman accused tempted the male just as the snake tempted Eve in the Garden of Eden.

Usual punishment: Both must wear large letter **A** on their clothing at all times for at least a year; they must marry within two weeks.

PURITAN COURT CASES - 4

- **CASE J: Immodesty, dancing, and long hair**

Facts: Wickedness abounds in one house in particular. The accused wears loose clothing and short dresses so that she continually displays her flesh (her arms are often bare) like a Biblical harlot. She also wears adornments such as lace embroidery and sashes. She is a mountain of vanity violating the 7th commandment. She even dances in the Leaning Tree Tavern with a long-haired sailor, and their bodies frequently touch in a libidinous and licentious manner.

Usual punishment: Public reprimand; time in the stocks; cut hair short.

> “… *like a Biblical harlot* …”

- **CASE K: Heresy**

Facts: No crime within the Puritan religion is worse or more dangerous than heresy—challenging the orthodox church doctrine with false and Satanic ideas. Such is the case of the accused. She has defended the Catholic faith, attacked the Church of England, and currently harbors two Quaker youth within the home. At times witnesses have seen the accused making faces during sermons on Sunday. Once she is said to have taken coins out of the collection plate. She stares right in the eyes of the elders and other males, showing no shame when she is accused of not being the ideal wife recommended by the Apostle Paul in the New Testament.

Usual punishment: Banishment from the community; hanging for heretical ideas.

> “… *stares right in the eyes* …”

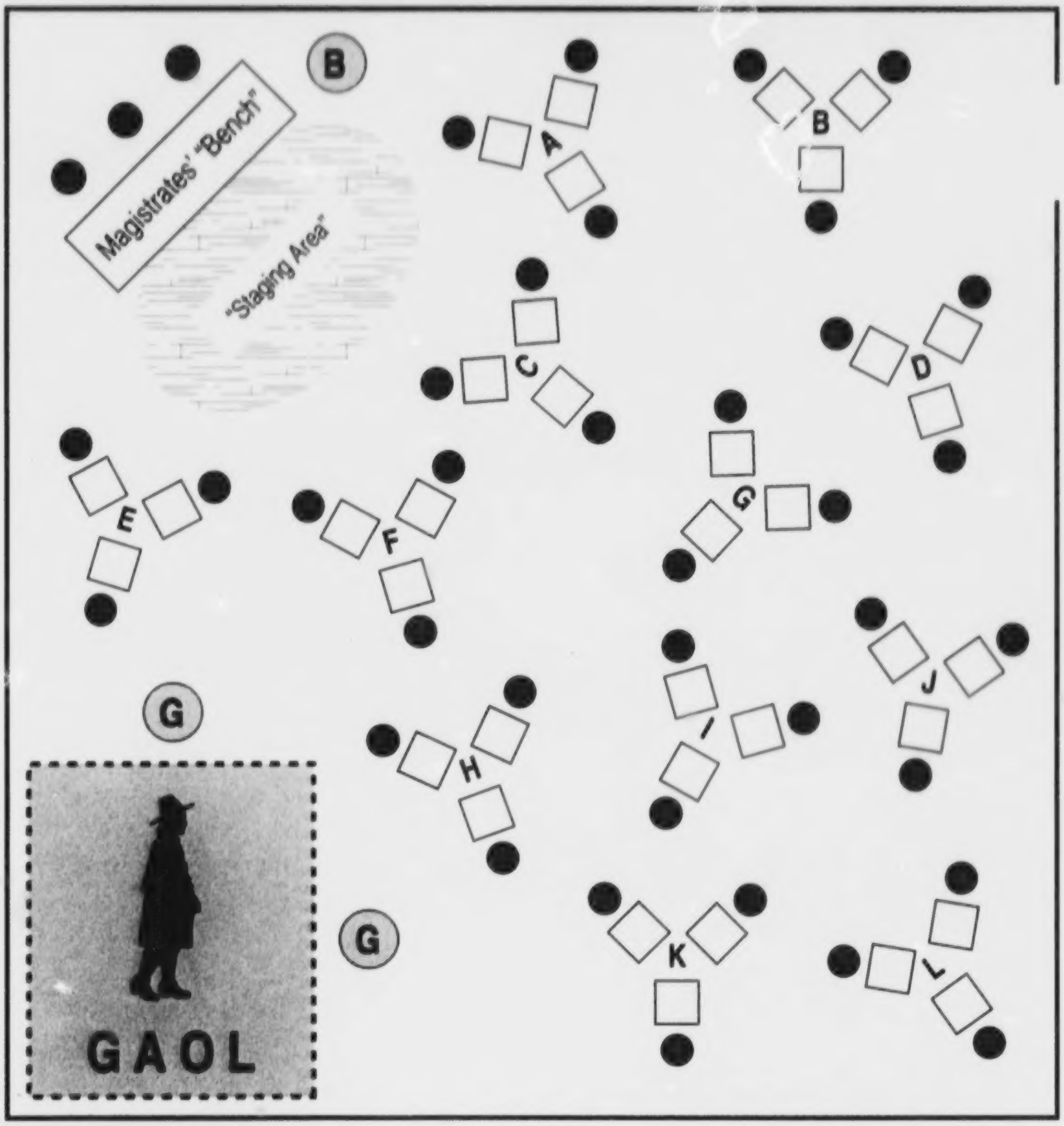
- **CASE L: Gossiping**

Facts: A Puritan who spreads malicious rumors does the community no good. Women especially have a weakness that results in their talking negatively about other women and children. Our Twelve Good Rules state that we should “repeat no grievances, reveal no secrets, and maintain no ill opinions.” The accused woman has continually been gossiping, even in the company of men outside her family. She is causing all our community's women to snoop into everyone's lives from dawn to dusk. Fires of rumors are burning all of us, and suspicion is loose in the land.

Usual punishment: Banishment from the community; one's tongue being branded with a “**G**”; several dips into the village pond while she sits on a ducking stool.

> “… *branded with a* G …”

Schematic: Puritan General Court (1650)



Suggestions

- Place the Magistrates' bench at a higher level. Use risers from your drama department?
- Group students into case trios. (See A-L above.)
- Put some Old Testament Biblical passages on small signs around the room.
- Encourage students to dress up in Puritan costumes from the 17th century.
- Have all students wear name tags with their Puritan names on them.
- Magistrates hear all cases and then mete out punishment in the "Staging Area."

Characters needed

- 3-5 Magistrates
- 12 Accused (There are 12 cases. If the class is small, reduce the number of cases.)
- 2 witnesses for each accused (up to a total of 24).
- 2 guards (optional)

Ⓑ = bailiff   Ⓖ = guard

LESSON PLAN - 1

Setup

1. **Duplication**
   a. Consider duplicating a class set of both the BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages to use on a overhead projector at the appropriate time.)
   b. Duplicate one copy of the sign-up sheet per class and post it.
   c. Duplicate 3-5 copies of the PURITAN PUNISHMENT; MAGISTRATE GUIDELINES.
   d. Duplicate/post PICK A PURITAN NAME.
   e. Duplicate at least 5-6 copies of each of the three pages of PURITAN GENERAL COURT CASES. (Cut apart the cases and give to each appropriate group of three students and to the magistrates).

Teaching Tip →

Picking Puritan names is important to the students; doing so gives them a sense of identity.

2. **Schematic, props, costumes, overlays** First, make the SCHEMATIC into a transparency. Be sure you have studied it carefully. Find and bring into your classroom any props or costume pieces that will help create the setting and the mood of a Puritan meeting house in 1650. (Perhaps students could help by bringing in black robes, tall hats, and white nurse caps, bonnets or aprons.)

3. **Roles** In this activator, some students have major roles, but all will have responsibilities. Specifically, you will need to select 3-5 students (boys?) to be magistrates (the theocrats in the theocracy). Then select 8-12 other students to be those "on trial." The rest of the class will assist the defendants in preparing their cases and then get involved in the testimony as defense and prosecuting witnesses. In groups of three, one is the accused, another defends the accused, and the last is a witness against the accused. One last role to be filled: a bailiff, who escorts defendants up and back and who maintains order.
   a. Select magistrates and defendants from your cadre of *dramatic* students. Allow each group of three to choose its defendant from the group. The remaining two group members will testify on the two opposing sides.
   b. Gender, ethnic background, or academic level of your students should not necessarily be weighed when you fill roles. Enthusiasm and dramatic intensity might be more important factors in the activator's success.

Teaching Tip →

Make this clear: *Each trial trio has the responsibility of preparing the defendant and both witnesses for and against the accused before the case in called up by the magistrates.*

4. **Narrator(s)** There are no narrators in this activators. Nor is there a formal script. What is crucial are the directions given to the magistrates.

LESSON PLAN - 2

Actual lesson plan

1. Hand out the BACKGROUND ESSAY either the day before this class as homework or pass it out now. If you have given it as homework, conduct an informal discussion of the main points brought out in the essay. If you are passing it out now, read the essay aloud to the students from a class set or from single page transparencies made earlier, pausing to explain the main points. (The choice is, of course, determined by your students' ability level and age.)

2. Put the SCHEMATIC transparency on an overhead projector and explain it. Then, after selecting 4-5 magistrates, divide the remaining students into groups of three. While magistrates read over the magistrate role-playing profile, PURITAN PUNISHMENT, MAGISTRATES GUIDELINE and the three sheets of cases, the groups are given an individual case slip to analyze, along with defendant and witness profile slips. Allow 15-30 minutes for preparation—perhaps the day before actual court convenes.

Teaching Tip →

Defending upon your magistrates' ability, you may wish to give them their handouts 2-3 days in advance.

3. Once students are ready, have help to rearrange the room to reflect what is on the SCHEMATIC.

4. You have at least two different ways you can conduct the actual activator.

Option A

1. Assign all roles as directed in #3 a-b on page 17.

2. Have the magistrates begin the session of the general court with a brief introduction of why the session has been called. Then one of the magistrates calls forth the accused of one case, to be followed by subsequent cases until all have been heard and resolved. The court should proceed as follows:
   - hear cases' facts clearly read to all;
   - hear a response from the accused;
   - hear testimony from each side's witnesses; and last,
   - give a magistrates' verdict and decision about punishment.

In this way proceed through all cases until completion of the docket.

Teaching Tip →

You or your brightest magistrate could write an introduction justifying the court's existence and explaining its purpose.

3. If possible, plan to videotape this option and use it during debriefing.

Puritan
Court
1996

Option B

Teaching Tip

This option affords you, the teacher, to instruct, add perspective, and, in general, guide the proceedings to your expected outcomes.

1. Assign roles as directed in #3 a-b on page 17.
2. You or a student director slowly guides students through the session of a Puritan General Court, stopping often to add information, explain strategy, interject wisdom, or smooth over rough spots. If using a student director, make sure he/she has several days to prepare.
3. In this version of the activator, you are afforded opportunities to improvise action, change personnel, ask/answer key questions of role players during the Puritan Court proceedings.

Debriefing

Decide whether you wish to use a short or longer debriefing. Here are possible ways to make meaningful what happened during the activator on a Puritan General Court in 1650.

Short debriefing

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on. Consider making and using transparencies of each page to save paper.
2. Ask students to discuss what they learned and what they felt as they played their roles as either magistrate, court officials, the accused, or as witnesses.
3. Consider having students write a Learning Log entry following the short debriefing.

Longer debriefing

Use one or more of the following debriefing activities:

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.
2. Ask these questions: *Which of the so-called crimes in this activator are not crimes today? Should any of them be considered crimes today? Is anything considered "sinful" today?*

LESSON PLAN - 4

3. Ask these questions: *Is/was public humiliation or punishment a deterrent to crime? Should corporal punishment (swatting with a paddle) be allowed in public schools today? Would you watch your "Ps" & "Qs" if threatened with, say, time in a pillory?*

4. The Massachusetts Bay Colony actually had a law (1633) that stated: "No one could spend time idly or unprofitably." *Is idleness in any society bad for its people?* Suggestions for today's stress management usually include "doing nothing" and enjoying it. Is there danger in idleness?

5. Ask this question: *Could we use more "old-fashioned" restraint, modesty, and temperance in our society today?*

Teaching Tip →

#7:
Michael Fay's punishment was a major topic in the early 1990s. You or assigned students may wish to research details in order to amplify and structure any discussion.

6. The U.S. Constitution, written nearly 150 years after this activator takes place, forbids punishment carried out by the Puritans for crimes and sins. Find a copy of the Constitution and peruse the amendments to see which specific amendments forbid unusual punishment and guarantee a due process of law. Are any of these "cruel and unusual punishment"? 1-the death penalty; 2-the ducking stool; 3-branding; 4-the pillory.

7. In 1993, an American 18-year-old was caned as punishment for crimes committed in Hong Kong. Was being beaten with a cane "cruel and unusual punishment" for his crime of spray-painting several expensive cars? Was the U.S. Government justified in asking that the young man not be caned because he is a U.S. Citizen?

Teaching Tip →

Ask students what they would do if there were such a ban.
Also:
Should all entertainment TV be turned off on Sundays and other religious days?

8. What particular disadvantages would you see if the Sabbath (Sunday) were set aside for meditation and renewal, with athletic events forbidden, movie theaters, and shopping malls closed, etc.?

9. Puritans made 16 the age when youth could be put to death for irresponsibility, cursing, or general rebelliousness. Would the behavior of 16-year-old individuals change dramatically if this particular law were enforced today? What if school administrators utilized the stocks, pillory, or ducking stool on secondary campuses, instead of detention or suspension?

10. Are people you talk about for being "Puritanical" laughable old fuddy-duddies, or are they just better, superior, and more civilized than the rest of our society?

11. Since the Biblical method of stoning was considered cruel punishment, the Puritans adopted hanging as a common form of execution. At these hangings, large crowds gathered to witness criminals and heretics die by the noose. Do Americans flock to scenes of car accidents in much the same way? What attracts human beings to death and suffering?

12. Show a video snippet from the suggested list following the BACKGROUND ESSAY.

Teaching Tip →

Question:
Can any government legislate morality?

13. During a 10-year period in Massachusetts (1633-1643), the crimes for which people were most often punished turned out to be: fornication (sex between unmarried individuals); drunkenness; lewd, lascivious, and wanton behavior; vilifying authorities; and breaking liquor laws. Knowing the Puritans' harsh moral code and the repression of sexual behavior, does this list surprise you?

14. The Puritans paid heed to their "twelve good rules." Here are some of these 12:
    - Urge no ill health.
    - Pick no quarrels.
    - Encourage no vice.
    - Repeat no grievances.
    - Reveal no secrets.
    - Maintain no ill opinions
    - Keep no bad company.
    - Make no long meals.
    - Lay no wagers.

    Do you think America needs some "good rules" today? If so, create six to eight rules you feel would improve our society if most Americans obeyed them.

Teaching Tip →

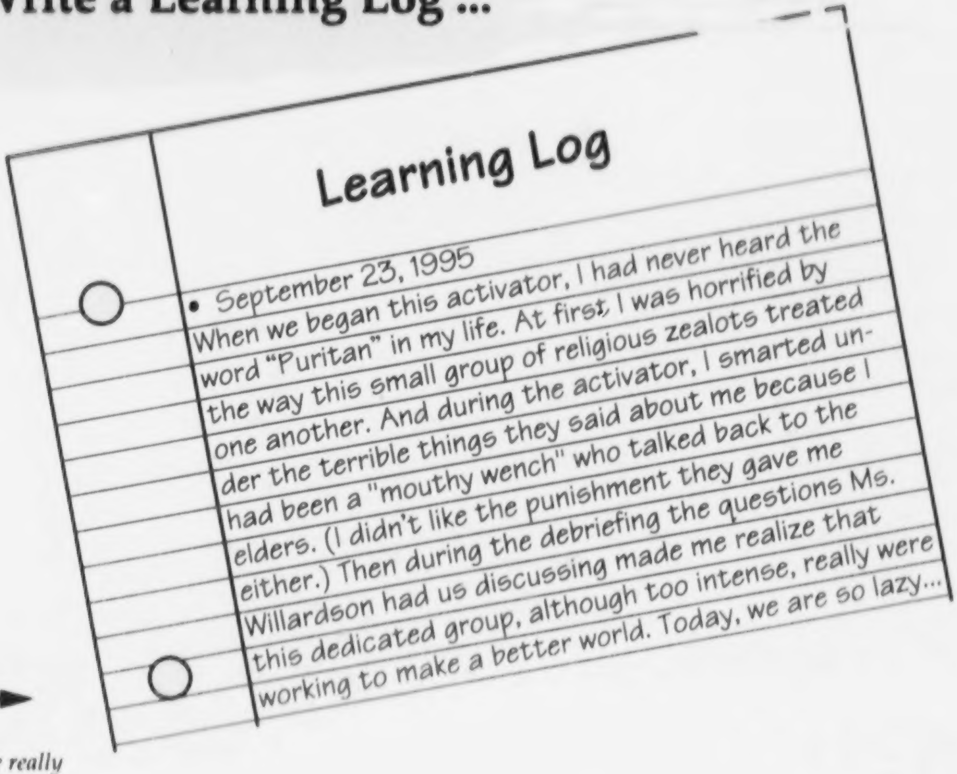
Extra credit option:

"Do any of you students wish to earn extra points for writing a dialog between a stern 17th century Puritan and a 20th century Las Vegas rock star?"

15. Ask this question: *What would a 17th-century Puritan and a Las Vegas rock star talk about if they met and walked down the streets of Las Vegas at 12 midnight in this decade?* (See **T**eaching **T**ip on the left.)

Regardless of whether you used a short or long debriefing, have students write a Learning Log entry presenting their thoughts and feelings about participating in this activator. A student example of such a Learning Log appears on page 22.

Write a Learning Log ...



Learning Log

- September 23, 1995

When we began this activator, I had never heard the word "Puritan" in my life. At first I was horrified by the way this small group of religious zealots treated one another. And during the activator, I smarted under the terrible things they said about me because I had been a "mouthy wench" who talked back to the elders. (I didn't like the punishment they gave me either.) Then during the debriefing the questions Ms. Willardson had us discussing made me realize that this dedicated group, although too intense, really were working to make a better world. Today, we are so lazy...

Teaching Tip

*At Interact we are really devoted to having students write every day in **all** their classes. Notice in this Learning Log, which took only a few minutes for the young lady to write, how she is working her way to **her own meaning** by reflecting upon her classroom activator experience.*

INTERACT
LEARNING THROUGH INVOLVEMENT

MIDDLE PASSAGE: 1753

An early American history activator

INTERACT
LEARNING THROUGH INVOLVEMENT

MIDDLE PASSAGE

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

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Interaction Publishers, Inc.
DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-209-3

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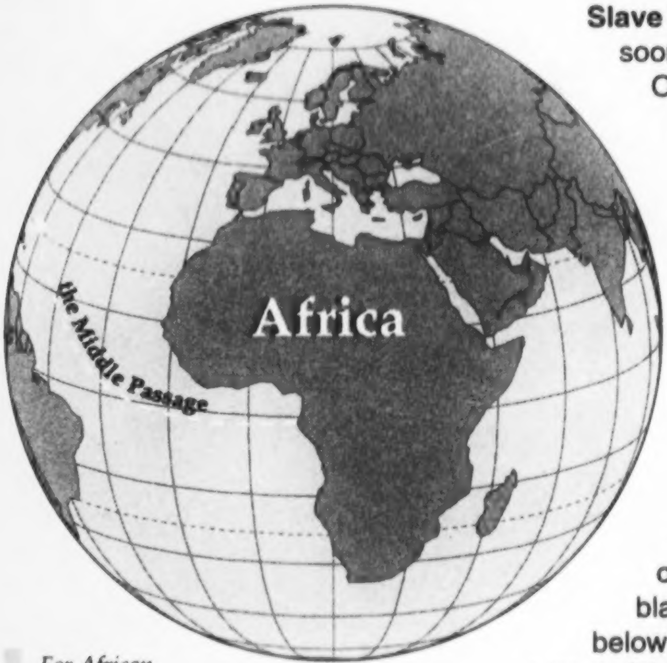
MIDDLE PASSAGE: 1753

BACKGROUND ESSAY

Place: West African Coast and Atlantic Ocean
Time: May 1753

This activator will put most of you into the roles of captured Africans being brought across the Atlantic Ocean to become plantation slaves in the American South in the mid-18th century. These ancestors of today's African-Americans were the only immigrant group forced to come to this continent. The horrible experience aboard slave ships—the Middle Passage of the Triangular Trade—will deepen your understanding of one terrible chapter of African-American history that all Americans now share.



Slave trade You are a captured African Negro soon to be transported across the Atlantic Ocean. The trip will become a "veritable nightmare" for you. Experiences like this are not unique in history. Slavery has existed for centuries, going back to ancient times. By the mid-18th century, however, the slave trade—the selling and buying of human beings—was big business, especially for the foremost families of England and for companies in the American colonies. Typically, slave ships with cargoes of weapons, manufacturing goods, and rum left English or American ports and set sail for the west coast of Africa to exchange these goods for black slaves. With these human cargoes below decks, the slave ships set sail for America, a trans-Atlantic journey called "the Middle Passage."

For African slaves, the Middle Passage was a ***traumatic*** *experience. What does this word exactly mean?*

Blacks Who are these individuals who have been captured and who soon will be chained in the hold of a ship bound for a strange land across "a wide river"? Most of you are from "Guinea," the Ivory Coast, Gambia, the Gold Coast, and the Slave Coast. Fewer of you come from

BACKGROUND ESSAY - 2

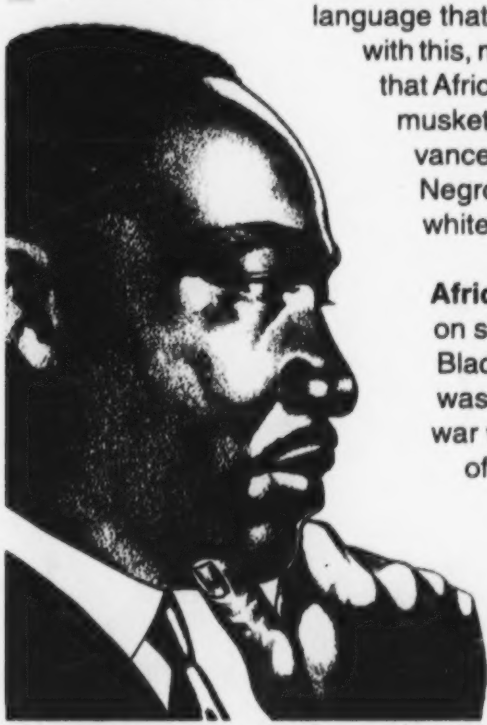
the Congo/Angola region farther south or from the continent's interior. The diversity of your origins is illustrated by the various tribes you represent: Ibos, Congos, Angolas, Coromantes, Whydales, Mandingos, Fanti, and Ashanti. Most of you have difficulty communicating because you speak so many different languages.

African empires Whatever your tribe's identity, it is not surprising to know that the Europeans and Americans who work in the slave trade believe all your cultures are inferior to white cultures; thus, the slavers proclaim that you deserve to be their property and eventually to toil for them. They point out that validation for slavery, including Black slavery, is in the Bible. This belief astounds many of you, for you come from advanced societies in Africa. Many Africans come from advanced empires such as Mali, Songhai, and Ghana, to mention just three. Centuries before European contact, one of Ghana's kings, for example, maintained a system of highways, commanded 200,000 soldiers, constructed buildings with fine architecture, advanced knowledge of agriculture and medicine, and had a code of laws. Many Africans also embraced the Islam religion. Thus, the Africans who became captives of white men were far from the primitive spear-throwing, head-hunting stereotypes widely accepted in western societies. Nevertheless, plantations in the America colonies, Brazil, and the West Indies needed labor, and Africa had a seemingly inexhaustible supply of people to meet this need.

Hasn't the middle passage always been a ***trauma*** *for many African-Americans?*

What Africans lacked What led to Africans being enslaved can be attributed to what they lacked. First of all, most Africans had no written language that might unify and strengthen Black resistance. Coupled with this, most spoke widely different languages. A third factor was that Africans never invented (or used) the wheel or the plow. Last, muskets and gunpowder, usually hallmarks of a culture's "advanced" technology, were utilized by only the northern most Negro regions. All these factors made Africans vulnerable to white exploitation.

Africans enslaving Africans Interestingly, most slaves put on slave ships bound for America had been slaves of other Blacks. During Africa's many tribal wars, a frequent result was that the winning group took prisoners. These prizes of war were often sold to European slavers. Smaller numbers of slaves were originally sentenced into slavery for criminal activity or indebtedness. Others were kidnapped into slavery. Once sold, coffles of chained blacks were marched to coastal trading factory ports prior to embarking for America over the Middle Passage.



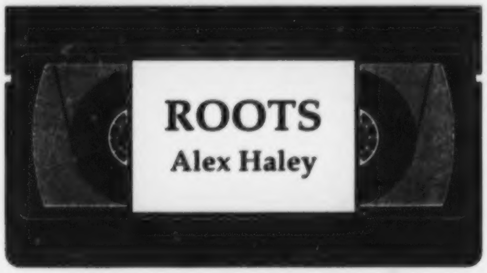
trauma

Trauma If you look up the word "trauma" in a dictionary, you will find that it literally means an injury to the body. However, this word is often also used when describing an injury to the mind. Used this way, "trauma" communicates the idea of a scar that has been carved into an individual's memory. We then speak of a person having been "traumatized" by an event. Can you now begin to understand how "the middle passage" and slavery have been a serious trauma for African Americans?

Be watchful now This background essay you've just read will make you more knowledgeable, but it won't protect those of you who will be enslaved and sent to America. After you are captured and "chained," obey the commands of your captors on a voyage across "a river with no shores." Africans, your life is about to change!

Resources to consult

- Everett, Susanne. *History of Slavery.* Secaucas, New Jersey: Chartwell books, 1991.
- Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans.* New York: Vintage Books, 1969.
- Haley, Alex. *Roots.* New York: Dell Publishing Co. Inc., 1977. *If you have access to a video rental store that has a large inventory, find the mini-series that was broadcast in the 1970s based on Haley's work. The opening hours have powerful scenes on the capture of slaves and their middle passage experiences.*



Teaching Tip →

Renting this video will also be useful with Interact's SLAVE AUCTION activator if you choose to use this other ***Early American Activator****.*

- Johnson, Charles. *Middle Passage.* New York: A. 1990. (This national book award novel merges a thrilling sea saga with the tragedy of the Atlantic slave trade in 1830.)
- Kolchin, Peter. *American Slavery 1619-1877.* New York: Hill and Wang, 1993 (especially pages 18-24).

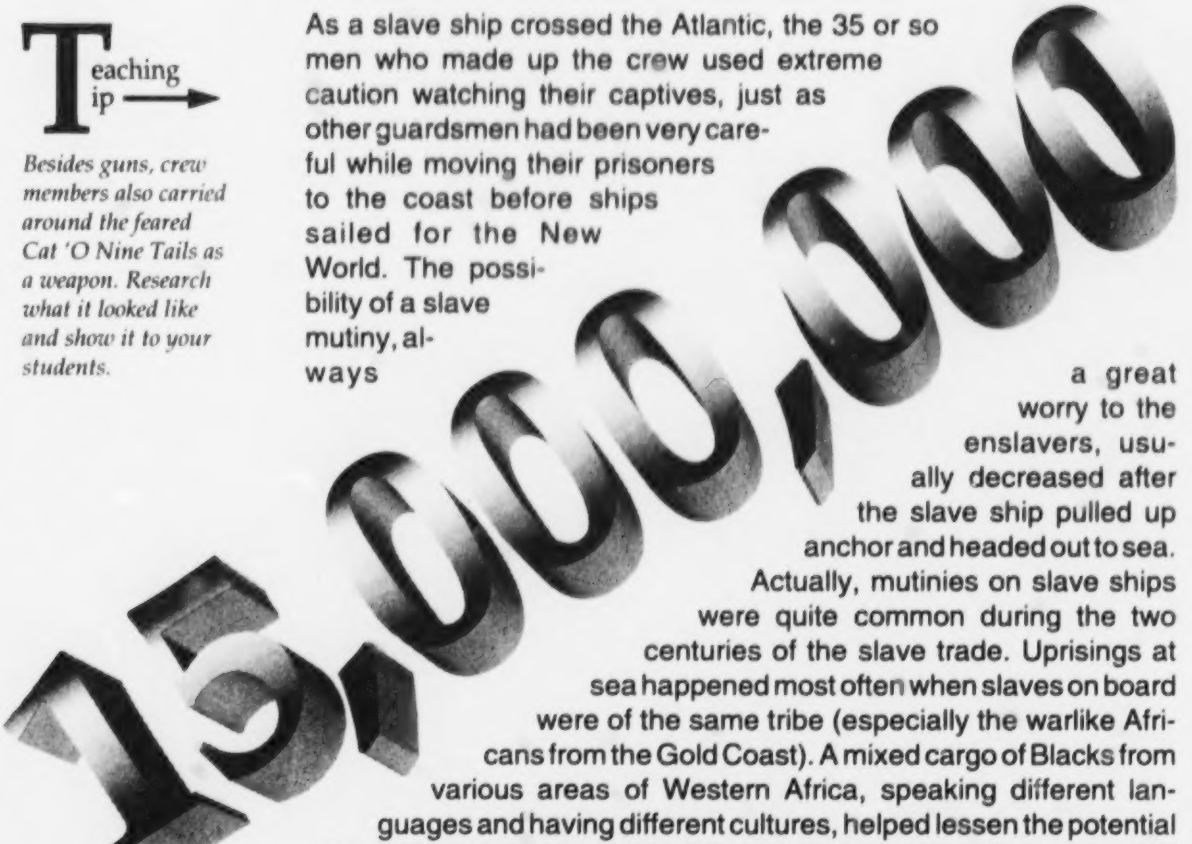
  Mannix, Daniel, and Malcolm Cowley. *Black Cargoes: A History of the Atlantic Slave Trade, 1518-1865.* New York: The Viking Press, 1965. (This book is likely the best account of the subject for you and your students.) See also a distillation of this work in Malcolm Cowley and Daniel Mannix's article in *American Heritage* magazine, Vol. XIII, No. 2, February 1963, pages 22-25, 103-107.

POSTSCRIPT - 1

Historian John Hope Franklin calls the one-way trans-Atlantic voyage to America a "veritable nightmare" for the slaves. And it was. In fact, the entire experience of capture, sale, and transportation to America must have been more than a nightmare. No doubt resistance by native Africans to any and all parts of these events was stiff and persistent. In all, at least 15 million Black people, mostly the flower of African manhood, were brutally removed from their homeland over the years of the slave trade.

Teaching Tip →

Besides guns, crew members also carried around the feared Cat 'O Nine Tails as a weapon. Research what it looked like and show it to your students.



As a slave ship crossed the Atlantic, the 35 or so men who made up the crew used extreme caution watching their captives, just as other guardsmen had been very careful while moving their prisoners to the coast before ships sailed for the New World. The possibility of a slave mutiny, always a great worry to the enslavers, usually decreased after the slave ship pulled up anchor and headed out to sea. Actually, mutinies on slave ships were quite common during the two centuries of the slave trade. Uprisings at sea happened most often when slaves on board were of the same tribe (especially the warlike Africans from the Gold Coast). A mixed cargo of Blacks from various areas of Western Africa, speaking different languages and having different cultures, helped lessen the potential for on-board rebellions. Still, with all the precautions taken, slaves did mutiny and sometimes killed their guards and captain and took over the ship. From 1699 to 1845, there were, one source notes, 55 mutinies on slavers, costing hundreds of lives of both crew and captives.

The 60 to 90-day voyage itself was well told in this activator's narration. Soon after the ship anchored in the West Indies or in the American Colonies, the captain usually went ashore to sell his cargo. Sometimes whole cargoes of healthy Blacks were sold to one or a few wealthy planters, even while the ship was at anchor. Sick slaves, their condition worsened over the Middle Passage, were often sold for a dollar. Those who weren't worth a dollar might be left on a dock to die.

POSTSCRIPT - 2

Whoever became their masters, the Africans who survived the journey would be fated to lives of constant toil, intimidation, and acts by white men to ensure a caste system in the American South. Beginning in 1619 when 29 Negroes brought over on a Dutch ship were sold to work the tobacco fields of the colony at Jamestown, Virginia, African Negroes became the property of other human beings in the American colonies.

If the entire cargo wasn't bought as a unit, the most common way to sell or buy a slave was at a slave auction, an event repeated over the centuries at familiar sites in most medium to large Southern cities. Degraded, humiliated, and often treated like animals, Africans, either fresh off a slave ship or being resold by one master to another years later, were forced to step up onto the infamous auction block. There they were subjected to a physical examination not unlike the scrutiny and sale of a horse. Then there was a barrage of questions from buyers such as "Ever been whipped?" or "Can you tend children?" In this way buyers tried to sort out wise and prudent purchases from potential financial mistakes (runaways, lazy workers). Thus, slavery was based on economic decisions made by those with the power to buy, sell, and own human beings.

Whoever the master was to be as a result of the auction, the slave could usually expect a life of continual labor without pay in fields, sheds, or houses. This pattern of slavery which began with the infamous Middle Passage would run through American society in the South from 1619 to 1865. Eventually the Civil War of the 1860s would eliminate this "indigestible lump" as an American institution. Only then would the descendants of those survivors of the voyage be put on the road to freedom.

Unfortunately, Americans of all ethnic backgrounds would live with this national trauma for many decades to come.

> "...would live with this national trauma for many decades to come ..."

NARRATION - 1

Acting Tip →

To be an effective narrator, you must read dramatically. In the left margin are words and phrases in ***bold italics****. Consider reading these words or phrases with appropriate emphasis.*

Note to Narrator:

Before this narration is read or heard on a cassette tape player, students playing slaves should already be "outside" in a single-file coffle, ready to "climb" the plank and be put into the hold of the ship. Make sure they walk slowly and have their right hand on the right shoulder of the slave in front of them. Once they are in the classroom (below deck), they should be told to lie on the bare floor, crammed together spoon-style, and "manacled" together with masking tape. (As you begin narration, the classroom lights dim ....)

"... darkness ... giant canoe ..."

"dark and hot ..."

> ***Expected Action/ Response:***
> ***Slaves*** *lie still in* ***darkness*** *while guarded by crew members.*

You are in darkness below decks on a giant canoe belonging to the white man. You are traveling to a strange place across a wide river. This vessel left the African coast at night when all of you were secured below. It is dark and hot. Your nostrils and lungs are filled with foul air from human waste and body odor. With you are other Africans, most of whom speak different languages and thus have difficulty communicating with you. *(At this point someone in authority should inform the slaves: "Africans, choose a phrase from your TRIBAL LANGUAGE CARDS and say it to a slave near you. As you do, moan and cry in order to display your sadness and fear. Say your phrase three or four times. (****Pause*** *until this happens.)*

"... hot and smelly ..."

"... spoon-style ..."

Not only is it hot and smelly; it is also crowded. The vessel's captain, Rufus Calloway, has decided to place all of you in a "tight-pack" configuration, forcing you to lie close together "spoon-style" while you are below deck. As a result, his and his company's profits will be larger because he is carrying more black cargo. Many of you are on shelves, but most are confined to a space of about 6 foot by 16 inches by 2 feet 7 inches. Around you are other black men. For the most part, the women and children slaves are left to roam the ship as they please. All told *The Bostonian*, this particular guineaman ship, has a human cargo of 450, fewer indeed than the 610 hauled by one slaver years before.

> ***Expected Action/ Response:***
> ***Slaves*** *are still in irons,* ***listening*** *quietly to the narration.*

"... ate the flesh of the cargo ..."

While you struggle to adjust to the smells, the hunger, and the crowded conditions of your quarters, the captain on the upper deck has to face the ordinary perils of the voyage—fire on board, shipwreck, pirates, foreign men-of-war ships, disease, and sufficient food to last the voyage. Tragically, some ships caught with a dwindling food supply, reported that the crew threw their human cargo overboard, or, God forbid, ate the flesh of the cargo to avoid dying of starvation.

Despite these extraordinary dilemmas which faced some guineamen during the passage, your voyage across will be typical. ***(Pause)***

NARRATION - 2

Expected Action/ Response: *Slaves follow orders by coming up to the upper deck and sitting down.*

It is now 8 a.m., and you are released from your irons, brought up on deck, and reattached to the great chain that runs along the bulwarks on both sides of the ship. Females and children leave their resting quarters and wander on the deck. ***(Pause** to allow the crew to release the captives and lead them to another area.)*

"... maggots, weevils, rat dung, or cockroaches ..."

Expected Action/ Response: *Slaves eat from bowls given them by the crew. A few slaves throw up.*

Within the hour you are served the first of two meals of the day. For the most part, you are fed foods you were used to before your capture. That might include boiled rice, millet, cornmeal with a few lumps of salted beef, or maybe stewed yams, manioc, or plantains. Too often, however, the food is covered with maggots, weevils, rat dung, or cockroaches. A few slaves retch and empty their stomachs. Whatever the case, all of you are given about a half pint of water served out of a pannikin. ***(Pause** to allow this action to occur.)*

"... the 'dancing of the slaves'..."

As you finish your meal, sailors with cat-o-nine tails in hand tell you to get up, return your serving bowls, and request that you exercise by making "motions" or dancing around the deck. This part of the ship's routine is called the "dancing of the slaves." It is supposed to help those of you who are depressed and suicidal. Captain Calloway believes this dancing activity to be therapeutic against melancholy ***(Pause)***

Expected Action/ Response: *Slaves return bowls and dance to the accompanying music. They exercise by jumping around the deck. A few slaves sing sorrowful songs. A few crew members pound "drums" as the slaves dance.*

After a few minutes of dancing, some slaves find their ankles bleeding. ***(Pause)***

Suddenly, three Africans break their chains and leap into the sea. ***(Pause)***

"... sorrowful songs, a reflection of sickness, constant hunger, fear of the cat-of-nine-tails, and memories of their lost homeland ..."

Suicide attempts are common on slavers. Some blacks prefer death to enslavement. A fellow slave, Olaudah Equiano, on another ship during this time, has called death "the last friend." The other Africans continue to dance. Music for this exercise activity is provided by another slave thumping a broken drum or upturned kettle. On another ship the rhythm to dance might come from a sailor's bagpipe or fiddle. Slaves are told to sing, but what comes out of their mouths are sorrowful songs, a reflection of sickness, constant hunger, fear of the cat-o-nine tails, and memories of their lost homeland.

"... foul smells of vomit, feces, urine, and body odor ..."

Expected Action/ Response: *A few crew members go "below" and pretend to clean the slave quarters.*

While most of the crew watch and supervise the dancing of the slaves, a few others go below to "scrape and swab out" the slave quarters. This awful assignment often requires Captain Calloway to threaten his crew members. Some captains claim that they clean these quarters three times a week. Usually, below decks are only cleaned two to three times during the entire voyage. Whatever the case, the job requires that the sailors sweep the area with brooms and then wash the floors and shelves with pails of vinegar. Hopefully, this expels the foul smells of vomit, feces, urine, and body odor. ***(Pause)***

NARRATION - 3

Expected Action Response:
Slaves are chained down and remain quiet for several minutes. Some try to communicate, using their "cards." All hear the Captain's commands: "Hoist the Main Sail ... First Mate, meet me in ..."—etc.

After the dancing is over you are returned to your quarters below deck for the next several hours. There you will stay chained until 4 p.m. or so when the crew will feed you the second meal, usually the same fare as in the morning. ***(Pause** until slaves are returned to their below deck quarters and "re-manacled. Perhaps a lengthy pause of 2-3 minutes is required here.)*

"...throw the mixture into each other's faces..."

Expected Action/ Response:
Slaves are brought up and fed horse beans. Some should refuse to eat so that the speculum oris can be demonstrated. Two to three others should "die" and be thrown overboard.

The slaves are again brought up onto the main deck to be fed. Most of the time, the Blacks are fed horse beans, the cheapest food available to the firms operating the slave trade. These beans have been boiled to a pulp, then covered with a mixture of palm oil, flour, water, and red pepper ("slabber sauce"). Detesting the beans and missing their African cuisine, some slaves throw the mixture into each other's faces. Others refuse to eat altogether. When this happens, sailors have to force-feed the slaves, using a torturous instrument called a speculum oris. It resembles a cross between a pair of pliers and thumbscrews. This tool forces the slave's mouth open so that a liquid bean gruel can be poured through a funnel into the slave's throat and stomach. On this voyage, a few slaves refuse to eat and even the force-feeding with the oris and hot coals is unsuccessful. Within seven or eight days these Africans die, and their bodies are thrown to the sharks. **(Pause)**

"...still lying on bare floors until the next morning..."

Expected Action/ Response:
Slaves go below deck again and are put in irons. During the night some try once more to communicate, using their "cards." However, most slaves continue to groan in a horrifying chorus.

The second meal ends your day on deck. Again you are led below where you'll stay manacled, still lying on bare floors until the next morning when the daily routine continues. ***(Pause** until slaves are re-manacled below decks.)*

Throughout the night, sailors above deck hear howling, melancholy noises and cries of despair. Yet some of the noise comes from quarreling among the captives, usually over problems of reaching the latrines, which are hard to find in the dark. Latrines on most ships are merely three or four buckets or tubs which move during the night as the ship rolls.

Expected Action/ Response:
Some slaves exhibit symptoms of the "flux."

Needless to say, the sanitary conditions on board *The Bostonian* are horrendous. This ship is a "marketplace" for microbes, especially small pox and the flux. Three slaves exhibit symptoms of the bloody flux—they shake with fever, chills, and nausea. They suffer pain in their heads and necks. ***(Pause)***

Many of you become seriously ill after a storm or rain squall when, after hatches and gratings are covered, your quarters became furnace-like and steamy. ***(Pause)***

NARRATION - 4

Since the entire voyage is one life-threatening event after another, it isn't surprising that a slaver might lose one-half to two-thirds of its black cargo. Commonly, the mortality on these ships could reach 20%-30%. Some captains are more humane in their treatment of the cargo than others. As a result, they are rewarded if more Africans survive the passage than had been anticipated. Captain Calloway has not been that humane on this voyage.

"...one-half to two-thirds of its black cargo..."

__Expected Action/ Response:__ Slaves listen to the narration as it winds down. Then they are released from their irons and stand sullenly as they hear the probable fate waiting for them after they go ashore.

Despite this tale of horror, your ship eventually reaches land on the other side of the great river. Most of you have survived. The last two to three days before disembarking are predictably different for slaves. Most of you are released from your irons and are fed bigger meals and more water, two actions guaranteed to fatten you up for the upcoming auction block. A "celebration" might even be a part of the last day, occurring just before Captain Calloway rows ashore to arrange for the sale of his cargo.

Yet, what awaits you Africans might be considered worse than your journey below decks on the Middle Passage. First you will be humiliated on the auction block, and then you will face a life of unrelenting toil in a work gang on an American farm or plantation. ***(Pause)***

"...humiliated on the auction block, and then you will face a life of unrelenting toil..."

The crew now unshackles you and marches all of you to the upper deck. From here you'll be rowed ashore to your new life.

TRIBAL LANGUAGE "CARDS"

Simulated LANGUAGE

Tribe 1: Mali *(Simulated language—Not real)*

Help me!	Wooli Tu!
Water	Retaw!
Where am I?	Suwadi?
I am so hungry.	Ja'n Keh Fude.

Tribe 2: Songhai *(Simulated language—Not real)*

Help me!	Kafo Bu!
Water	Fatuto!
Where am I?	Madibata?
I am so hungry.	Kallon Bahto.

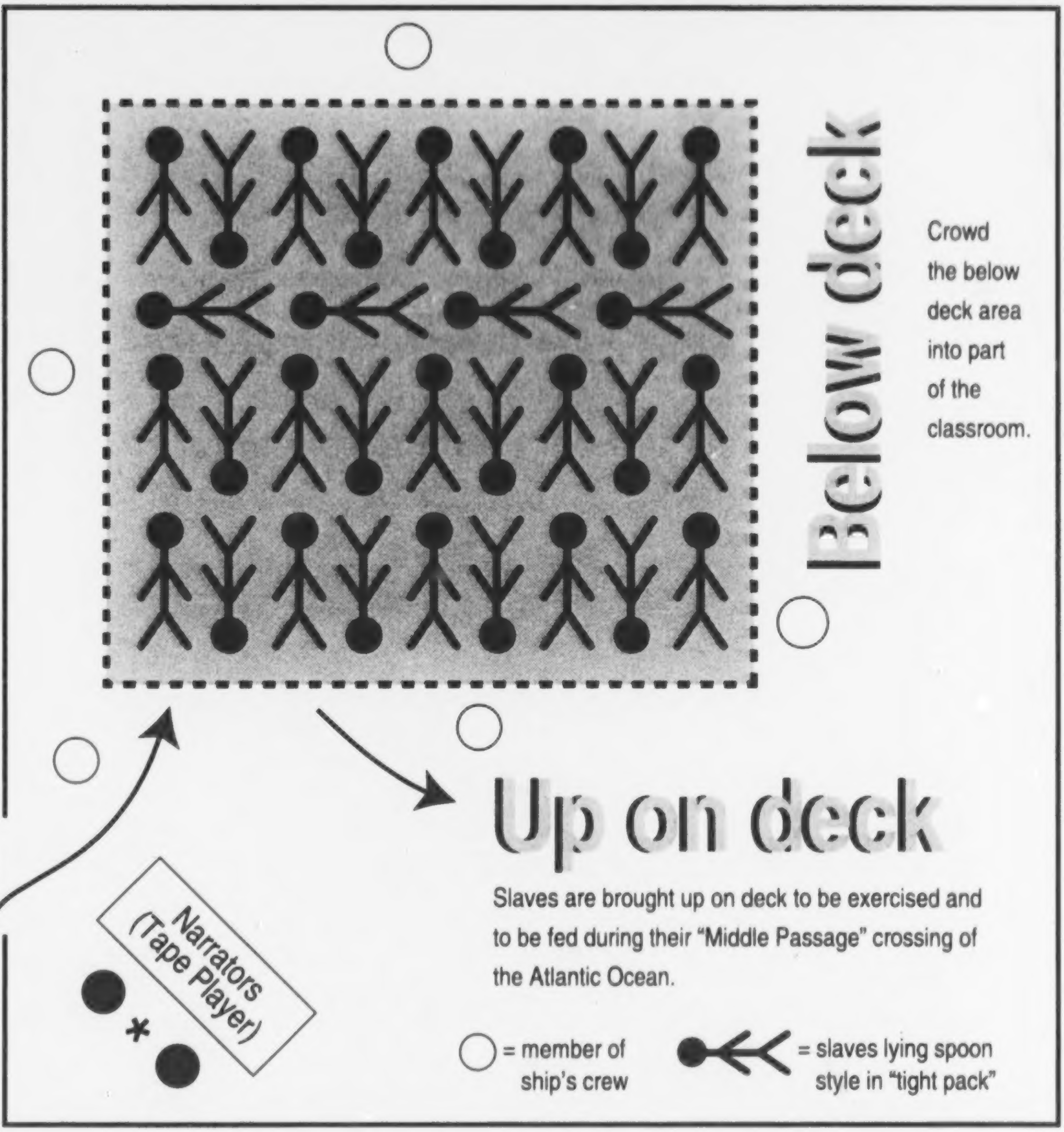
Tribe 3: Swahili *(Simulated language—Not real)*

Help me!	Tadi Tamba!
Water	Tumbo!
Where am I?	Omoro Rotu?
I am so hungry.	Sefo Keela.

Tribe 4: Kanem-Bornu
(Simulated language—Not real)

Help me!	Binta Su!
Water	Kutu!
Where am I?	Dembvo Dabo Me?
I am so hungry.	Wuolo Tuda.

Schematic: Middle Passage (1753)



Enter classroom door and take slaves below deck—after they have been "captured."

Below deck

Crowd the below deck area into part of the classroom.

Up on deck

Slaves are brought up on deck to be exercised and to be fed during their "Middle Passage" crossing of the Atlantic Ocean.

○ = member of ship's crew

●<< = slaves lying spoon style in "tight pack"

Suggestions

- Use some area outside the classroom (the hall or another classroom?) for feeding and exercising the slaves.
- When bringing slaves into their ship quarters, have each slave put her/his right hand on the right shoulder of the slave immediately in front.
- "Manacle" all slaves together with masking tape or a long rope. (The rope makes moving easier.)
- Record the narration on a cassette tape.★

Characters needed

- 4-5 crew members
- 20-32 slaves (Note that several have to act out responses.)
- 1-2 narrators (Encourage them to record the tape ★ in advance so that they can play other roles.)

LESSON PLAN - 1

Setup

Teaching Tip

Make use of the tribal language "card" suggestions at least two to three times once the activator is taking place. Students will then realize the difficulty slaves had in organizing any mutiny because they didn't speak the same language.

1. **Duplication**
   a. Consider duplicating both the HISTORICAL BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages and then use on an overhead projector at the appropriate time.)
   b. Duplicate 2-3 copies of the narration and give copies to two of your most articulate and dramatic students to read over a day or two before carrying out this activator. That way you will reap more satisfying results and the entire experience will be memorable.
   c. Enough copies of the TRIBAL LANGUAGE "CARDS" for each class. Four simulated *(the languages at not real)* tribal "languages" on each sheet; consequently, if you were to have 36 students, you would duplicate 8-9 copies and cut the "cards" apart on the broken lines. Consider, also, that 4-5 of your students will be captain and crew of the slave ship.

2. **Schematic, props, costumes** First, make the SCHEMATIC into a transparency. Next, study it carefully. Finally, find and bring to your classroom any props and costume pieces that will help create the setting and mood of an 18th century slave ship crossing the Atlantic Ocean. (Your students can help you find and bring such items to your classroom. For example, masking tape, a long rope, fake rifles and swords, cutoff pants, cat-o-nine tails, striped T-shirts, and any other sailor or ship items you and they can think of.)

Teaching Tip

During the activator an effective way to differentiate crew members from slaves is to have all slaves be barefoot.

3. **Roles**
   a. In this activator you need a way to differentiate between Anglo-American sailors and African captives. We recommend that roles in these two categories be given out randomly. If you have a class where at least half are African-American, have 4-5 students be the crew and the rest fill in as slaves on board. In any case, don't let it end up with 4-5 white sailors and 30 Black slaves.
   b. Here are the roles you will need:
      - **2 Narrators** (unless the narration is on cassette tape-with sound effects)
      - **4-5 crew members** to play various roles called for in the narration including supervising the slaves, mucking out below decks, playing a instrument to accompany "dancing" the slaves, feeding the slaves twice, getting the slaves in and out of their "irons" and "throwing" dead slaves overboard.

Teaching Tip

A few rehearsals can really help students role-playing slaves to become effective actors.

***Above all:** As you guide your students through this activator, insist that everyone take seriously what is happening. If students are too playful or are goofing off, bring up the words **"trauma"** and **"traumatic"** and insure that they understand what these words mean in the context of slavery and American history.*

- **20-30 slaves** to be the Black cargo and some to carry out roles in the narration in addition to their general actions/ responses on the voyage. Specifically,
    - 2 slaves "vomit" their food
    - 2 to 3 slaves sing a brief sorrowful song
    - 2 to 3 slaves "throw" their horsebean gruel at each other
    - 2 to 3 "dead" slaves are "thrown" overboard
    - 2 to 3 slaves exhibit symptoms of the flux—fever, chills, aches, and nausea

c. Assign roles by chance, unless you think the roles of the crew and specific actions by certain slaves should be played by more dramatic and responsible students. ***Note well:** Above all, do not assign roles on the basis of ethnic background.*

4. **Options** Decide which of these two options you wish your class to use for this activator.
    a. **Option A** Allows all action to be played out as the narration is dramatically read. This might require one or two brief rehearsals to ensure the flow of events, especially when the slaves are brought up on deck for food and exercise. Otherwise this option, which is recommended, follows the narrators' words.
    b. **Option B** Has no narrator. Scenes/episodes aboard *The Bostonian* are carried out only after careful rehearsal—several times. This option necessitates a clear sequence of events for everyone since there is no narrator to drive it forward. Therefore, you and one of your student directors should hand out or list on a board a sequence of events. Using this sequence and rehearsing several times will serve to make the activator flow more realistically than one driven by a narrator.
    c. ***Option C*** Consider one more option which allows you to turn over all pages in this activator to two to three student directors weeks before you schedule activator day. Let them make decisions on what to use from the entire packet and how to use the materials. If you select talented students for this responsibility, you may want to check back with them a few times on their progress.

Note: The consequences of using Option B or C can be dramatic. You might even come up with a dramatization worth having your history students present to other history classes in your school.

Actual lesson plan

Teaching Tip

If this African-American history is a new experience for your students, embellish this brief background with your own knowledge or some other audio-visual source. (See suggestions on page 3.)

1. Insure that your students learn the historical background to augment what is contained in your history textbook (probably meager). Hand out the BACKGROUND ESSAY either the day before this class as homework or pass it out now. If you have given it as homework, conduct an informal discussion of the main points brought out in the essay. If you are passing it out now, read the essay aloud to the students as they read with you, pausing to explain the main points. (This choice, of course, you make based upon your students' ability level and age.)

Teaching Tip

These "wrinkles" can really add to the entire slave ship experience.

2. Before you put the SCHEMATIC transparency on the overhead projector, go around the room and number students 1 through 4 randomly. Then pass out the cut apart TRIBAL LANGUAGE "CARDS" to students according to the numbers you gave them. Tell them they have two minutes to memorize the phrases they will use on the voyage. Also, tell them that they will line up outside in the hall 1, 2, 3, 4—1, 2, 3, 4—1, 2, 3, 4—etc., so no slave speaking the same language will be manacled next to another. *(This is part of Captain Calloway's strategy to lessen the chance of a mutiny.)*

3. Put the SCHEMATIC transparency on an overhead projector, explain it, assign roles, and then have the students rearrange your room to create the setting on a slave ship circa 1750. Now, have all students move or prepare to move to their positions. *(Note students' positions found in the italicized paragraph on the first NARRATION page.)*

Teaching Tip

Environmental sounds (ship at sea, waves, bells, creaking ropes and timbers, etc.) are likely available and can be found if you search diligently.

4. Narrators should be off to one side but close enough to be audible, with or without a microphone. As suggested earlier, you may want to put the narration on cassette tape with ocean sounds in the background for effect. You may want to assign a day or so before actual activity the major roles and the narrator(s)—if you are not doing the narration yourself.

5. You have at least two different ways you can conduct the actual activator. See the options on the next page.

Option A

1. Assign all roles as detailed above.
2. Tell all the slaves to go outside/into the hall with only their TRIBAL LANGUAGE "CARDS" with them. Have one to two crew members accompany them. Once they are "outside," have these sailors line them up 1, 2, 3, 4—1, 2, 3, 4—etc. While this process is going on, instruct the remaining sailors on how to pack the slaves "spoon-style" on the floor in the middle of your classroom. Once everyone knows what will happen and how it plays out, proceed with the narration.
3. Slowly begin going through the narration (or play the cassette tape). Direct your students' movements and actions as you wish, or let the narrator, without your direction, drive the activator forward.
4. Make sure the narration pace is slow and comfortable enough to allow for some improvisation and adolescent laughs and gaffs. *But above all, insist on some seriousness, whatever the case.* If necessary to keep students focused, point out how the Middle Passage is comparable in many ways to the Holocaust of the 20th century. Put the activator in that context if you need to.

Teaching Tip →

Lining up your "slaves" in the hallway will help them realize that they will have little control over what happens to them. (Also consider having them practice some of their differing languages out loud in the hall while they are waiting to get on board the slave ship.)

Option B

1. Assign roles days before and allow those students who have "major" responsibilities to review their parts.
2. Since there are no narrators under this option, you may choose to spend at least several minutes rehearsing exactly what will happen. Generous distribution of the narration pages along with a board outline of the sequence of the activator's events is advisable.
3. Allow students, beyond rehearsal and your advise, to carry out their own interpretations of sailors and slaves aboard a 1750 slaver.
4. If possible, plan to record this version of the activator on videotape *after* two or three rehearsals. Videotaping will make the activator a more serious event and will give you additional material for a more interesting debriefing.

Teaching Tip →

A successful video tape can be used the next year when you use this activator again. Next year's students will want to top the previous year's performance.

Debriefing

Decide whether you wish to use a short or longer debriefing. Here are possible ways to make meaningful what happened on a Middle Passage voyage to American in the 1750s.

Shorter Debriefing

Teaching Tip →

The strong emotions released by this activator may dictate that you use the longer debriefing with your students.

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on. If you didn't use the cassette version of the narration or option A, consider putting the POSTSCRIPT on tape and playing it while a slide(s) or transparency of the Middle Passage voyage is projected on a movie screen.
2. Ask students to discuss what they learned and what they felt as they played their roles of either slaves or sailors on *The Bostonian.*
3. Consider having students write a Learning Log entry following this short debriefing.

Longer Debriefing

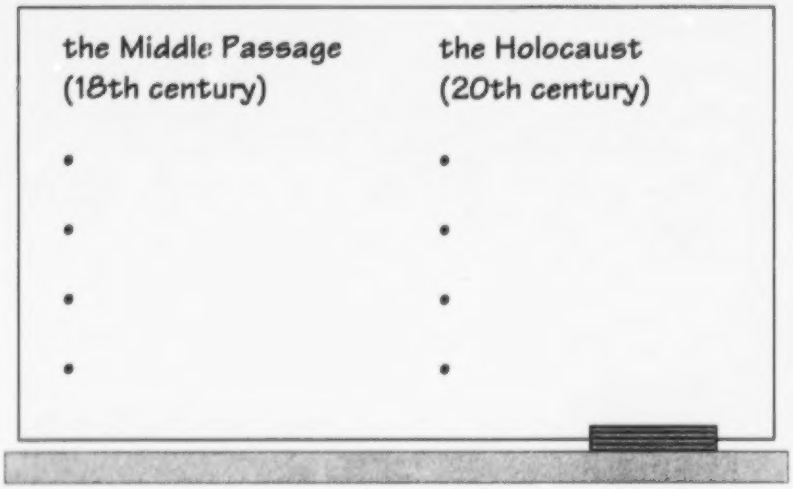
Use one or more of the following debriefing activities:

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on. To extend and make the entire activator more memorable, utilize the idea above in the short debriefing # 1.
2. Consider dividing the class into groups of four to six (3-5 slaves with one sailor in each foursome). Have them:
   - Discuss the sequence of events on a slave ship: which events were the most inhumane?
   - Design what they think a "speculum oris" looked like and how it worked in force-feeding slaves who refused to take in food.
   - Discuss the good and bad features of loose pack vs. tight pack on a slaver.
   - Compose a DIAMANTE (e.g., a "diamond poem") called Middle Passage. Use the formula under the Teaching Tip on the left.
   - Present/read their group poems to the class.
   - Design a book jacket or a movie poster to advertise a book or film on the Middle Passage.
   - Discuss how slaves on board might carry out a successful mutiny. Make a list of an action sequence for slaves to follow in order to pull off a mutiny and to return the ship to Africa.

Teaching Tip →

*for creating a **DIAMANTE** poem:*
***Topic:** Middle Passage*
- *2 descriptive words (adjectives)*
- *3 action words (words ending with -ing)*
- *2 words to capture the topic + 2 words to capture antonym ... all on same line*
- *3 action words for the ending noun*
- *2 descriptive words for the ending noun*
- *ending noun (antonym) Example: "Watery Hell."*

- Compare the Middle Passage of the mid 1750s with the Holocaust of the 1940s. To help your students, put this unfinished ledger on the board for each group to complete:



the Middle Passage (18th century)	the Holocaust (20th century)
•	•
•	•
•	•
•	•

Teaching Tip

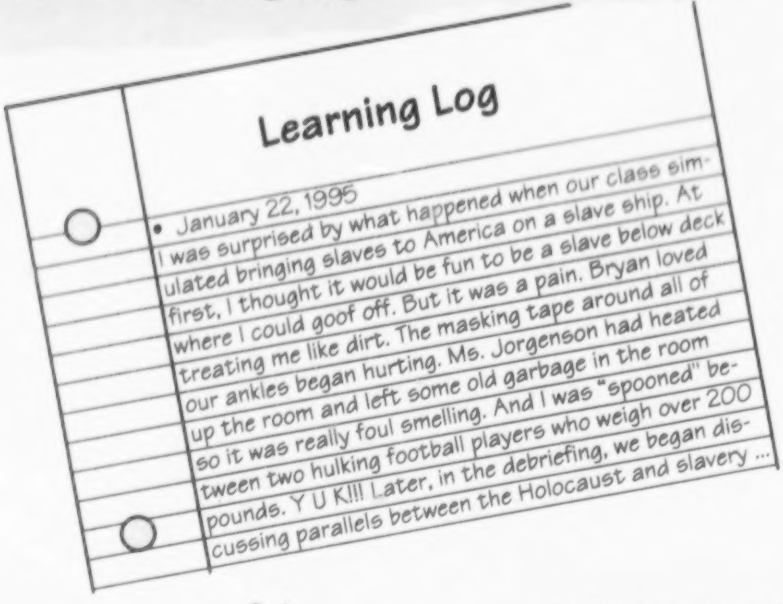
Parallels between the two "events" might include the following:

- *victims?*
- *oppressors?*
- *to be placed where?*
- *inhumane treatment?*
- *purpose?*
- *specific dates?*

3. Consider showing a segment of the ***Roots*** TV mini-series in which Kunta Kinte is captured and then experiences the voyage to America. This 1977 mini-series will grab your students' attention as nothing else will. It follows the narration and will vivify the activator's words and actions.

4. Have students write a Learning Log entry, personalizing the character they played in the activator.

Write a Learning Log ...



Learning Log

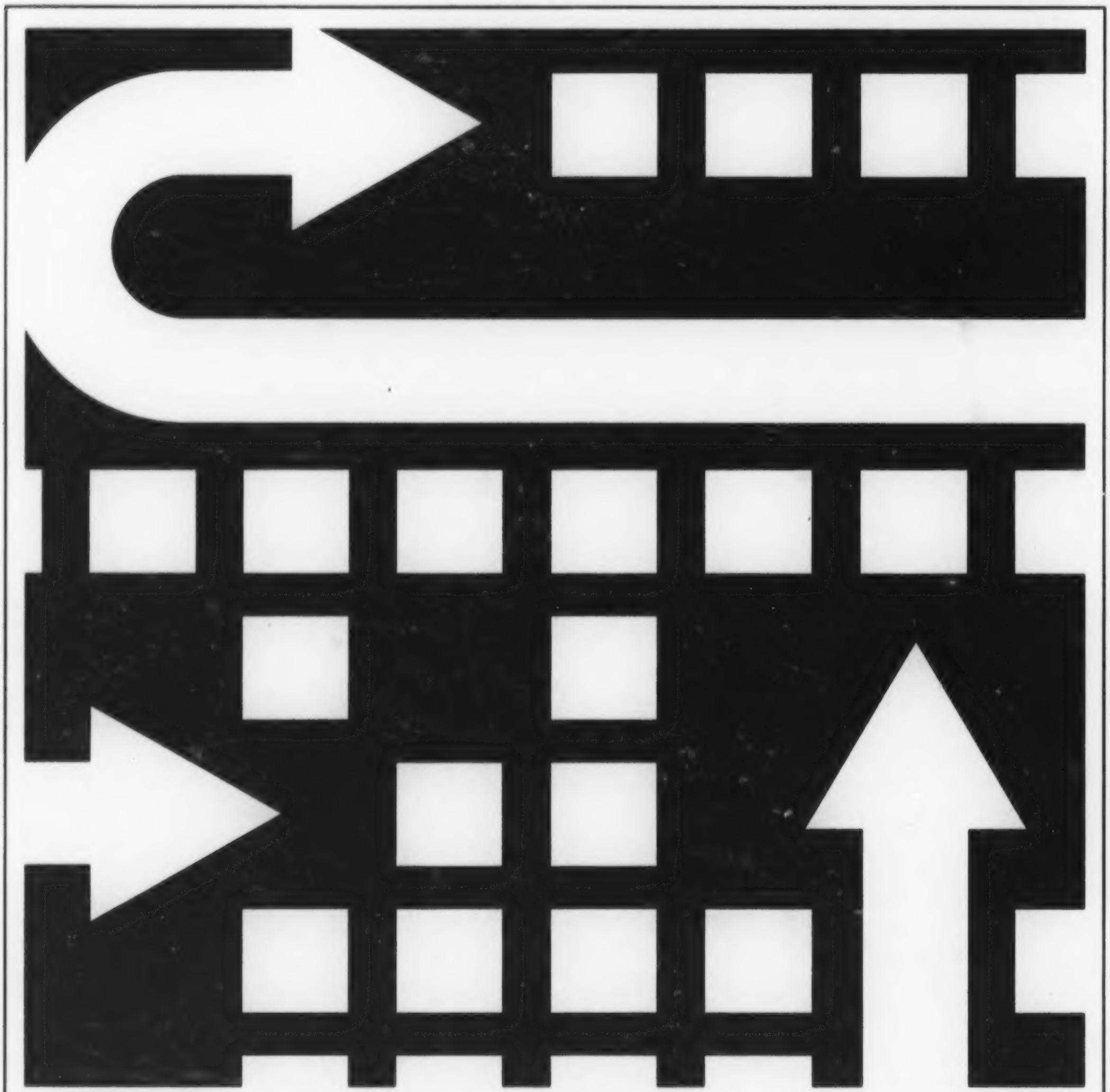
- January 22, 1995

I was surprised by what happened when our class simulated bringing slaves to America on a slave ship. At first, I thought it would be fun to be a slave below deck where I could goof off. But it was a pain. Bryan loved treating me like dirt. The masking tape around all of our ankles began hurting. Ms. Jorgenson had heated up the room and left some old garbage in the room so it was really foul smelling. And I was "spooned" between two hulking football players who weigh over 200 pounds. Y U K!!! Later, in the debriefing, we began discussing parallels between the Holocaust and slavery ...

INTERACT
LEARNING THROUGH INVOLVEMENT

MOUNTAIN MEN RENDEZVOUS: 1837

An early American history activator



INTERACT
LEARNING THROUGH INVOLVEMENT

MOUNTAIN MEN RENDEZVOUS

An early American history activator

The author dressed as Wind River Lacey, the mountain man name given him while he participated in a mountain man rendezvous in Utah's Uintah Mountains

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

The author wishes to thank his colleague John Bovberg for his help over the years in piloting the Wilderness Gauntlet phase of this activator.

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Interaction Publishers, Inc.
DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-210-7

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MOUNTAIN MEN RENDEZVOUS: 1837

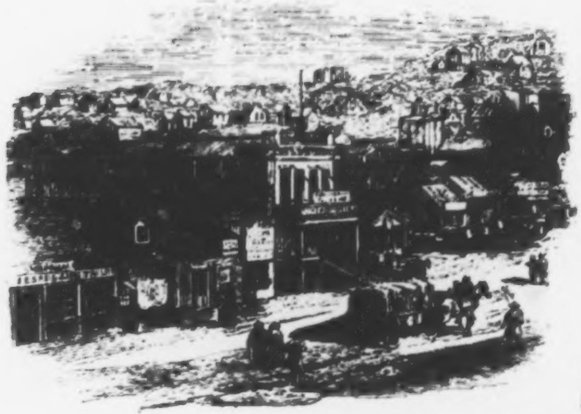
BACKGROUND ESSAY

Setting: The Rocky Mountains
Time: June 1837

This activator will involve you in the life of mountain men, those intrepid beaver trappers who explored in the unknown Far West in search of "hairy bank notes." As you re-create hair raisin' experiences of this reckless breed, you will learn about our nation's greatest trailblazers and scouts who mapped the West while they hunted for beaver. Get ready to spin yarns and to outrun Blackfeet Indians.

Role in U.S. history The era of the mountain men was notably brief, perhaps only about 20 years of the 19th century (1820-1840). Yet, after they left the region we call the Far West or settled into more comfortable and less risky professions, the rest of America had a blueprint of the vast territory between the Mississippi River and the Pacific Coast. Passes, fertile valleys, rivers, and streams had been identified, and Native Americans had been exposed to the Anglo-American's products, culture, and diseases. As historian Richard White writes, mountain men "entered the West as harbingers of an American imperialism that would deliver the West to the United States."

> "... entered the West as harbingers ..."



Deeds and yarning Eastern tenderfoots ("pork eaters" to the buffalo-loving mountain men) lapped up the heroics of the mountain men, and, as they got excited about these deeds, Easterners also considered the West as a place to explore and settle. In no small way the beaver hunters promoted Western expansion in the years before, during, and after the War with Mexico (1846-1848). Very often the deeds described in trapper diaries and stories were "yarns" or tall tales, exaggerations of events experienced. Nevertheless, the virgin West's beauty and dangers gave the potential for an incredible number of real-life achievements and "ha'r-raisin'" episodes.

BACKGROUND ESSAY - 2

Living on the edge Faced with daily encounters with both spectacular scenery and near-death adventures, the mountain men lived on the edge, where luck or skill often determined survival or death. Grizzlies, snakes, hostile Native Americans, bad whisky, and the ever-present elements of nature made it seem like trappers had a constant gauntlet to run just to stay alive. Most, however, survived and gloried in the name mountain men.

FYI

For your information

You will re-enact Colter's "run for his life" as he escaped from the Blackfeet tribe.

Legends Perhaps a notable few of this hardy breed should be singled out. The acknowledged first of our "Fur Fathers" was John Colter of the Lewis and Clark expedition. He left this famous exploration party to stay in the Rockies and explore Yellowstone's wonders. Colter also had a heart-thumping escape from the feared Blackfeet Indians worthy of a gifted novelist's imagination. Thomas "Broken Hand" Fitzpatrick's hair reportedly turned white almost overnight after hiding out from Indians in a snake pit. The legendary Hugh Glass was mauled and nearly "rubbed out" by a "she-rip" (female grizzly). After being abandoned by two companyeros as "doomed beaver," Glass, burning with revenge, survived several weeks of painful crawling and limping to make those who witnessed his resurrection at Fort Kiowa claim he was indestructible. A run-in with the Blackfeet years later proved he wasn't.

"Fur Fathers"

Smith, Walker and Carson Like Glass, it was a rare mountain man who didn't eventually perish or at least get his ha'r parted in an encounter with a bear. It went with the territory. One trapper counted 200 grizzly in a day. Jedediah Strong Smith was a mountain man who did survive a tussle with a she-rip, but he did get his ha'r parted (along with some flesh) as a badge of courage for the rest of his short but productive career as an explorer. How fortunate for future generations: Smith was able to lead two expeditions to Mexican California, Oregon and to cross the rugged Sierra Nevada mountains west-to-east. Before a lonely death in 1831 ended his illustrative life, "Old Diah" racked up a slew of "firsts" among his breed. Joseph R. Walker was much in the same mold as Smith. Walker's exploits included seeing Yosemite Valley's unspoiled beauties before other Anglos did.

BACKGROUND ESSAY - 3

Perhaps the quintessential mountain man-explorer was Kit Carson. His brief fur-trapping career was capstoned by his travels all around the region as a scout for the U.S. Army. His exploits resulted in his being called "the Marco Polo of the West." Later on, after playing a vital role in the Civil War, Carson became an Indian agent in the Southwest. Hundreds more, in the mold of Smith or Carson, could be included in a list of Who's Who of famous pioneers.

Lifestyle The manner in which most trappers lived, dictated by their primitive surroundings, was perhaps one stage above the animals they avoided or stalked. They dressed in buckskins; on occasion drank buffalo blood or their own urine; ate animal intestines, ants. A few resorted to cannibalism in order to survive. Thus, ever-present frontier dangers made many trappers savages who had a callousness about life, even their own.

Fur trade What helped the mountain men in the Rockies and Far West to survive year after year as they lived their almost lethal lifestyle while they blazed trails all over the West? It was their quest for beaver fur. Fashion had dictated that men in clothes-conscious cities in Europe and America would wear hats or caps made from the nappy epidermis of one of nature's most industrious mammals. Beaver made their homes in streams and ponds throughout the West. Their existence, and the whims of fashion, gave mountain men a reason to explore and live out a primitive existence in the nooks and crannies beyond the frontier.

Teachers other than Bill Lacey dress as mountain men for their students.

Go to rondy, run the gauntlet, spin a yarn Now you and your classmates will test your frontier mettle and sharpen your survival and story-telling skills. Going to annual rendezvous afforded the mountain men a chance to let off steam, perform acts of foolhardy bravery, and tell outrageous yarns about their lives in the rugged environment of the Rockies. So be ready to slip into some buckskins and become part of history's reckless breed. **"Wagh!"**

Resources to consult

- Billington, Ray. *The Far Western Frontier, 1830-1860.* New York: Harper Torch Books, 1962 (specifically, chapter 3).
- Blevins, Winfred. *Give Your Heart to the Hawks.* New York: Avon Books, 1976.
- Brandon, William. "The Wild Freedom of The Mountain Men," *American Heritage* (August 1955), pages 4-9.
- Cleland, Robert G. *This Reckless Breed of Men.* New York: Alfred A. Knopf, 1963.
- Jones, Evan. *Trappers and Mountain Men.* New York: Golden Press, 1961.
- Gilbert, Bil. *The Trailblazers* (The Old West series). New York: Time-Life Books, 1973, especially the first three chapters.
- Grant, Adam, compiler. "Tall Tales." *Scholastic Search,* Vol. 22, No. 4 (January 1994), pages 6-9.

Visual history

- **Documentaries:** The best of recent documentaries is *The Real West: Trailblazers and Scouts* narrated by Kenny Rogers and shown frequently on the Arts and Entertainment's cable channel. The first 25-30 minutes nicely parallel the BACKGROUND ESSAY.

"The Real West..."

Jeremiah
Johnson

- **Feature films/ videos:** *Jeremiah Johnson.* Robert Redford has the title role of this fine 1972 film. *Man in the Wilderness* (1975) stars Richard Harris as Zack Bass (The Hugh Glass tale). *The Mountain Men* (1979) is an "R" rated movie with Charlton Heston and Brian Keith. The first two episodes of James Michener's *Centennial* (1978) with Richard Chamberlain and Robert Conrad are superb.

POSTSCRIPT - 1

When the mountain men were ready to trade or sell their season's catch of "prime" beaver for pelts (A.K.A. skins, "plews") they headed toward the annual rendezvous. This gathering of hundreds of trappers, Indians, and St. Louis merchants was held in a "hole," usually a wide, grassy valley in the Central Rockies sometime during the first weeks of June.

The rendezvous *(**ron**-day-vu)*, a concept first introduced by fur trade prime mover General William Ashley in 1825, was a mountain man happening from 1825-1840. Sites for the 16 yearly events were in the midst of America's most rugged yet beautiful landscape. Although the majestic Gran Tetons and Jackson's Hole were never chosen, the surrounding area around the Green River, in present-day Wyoming, saw the lion's share of rendezvous.

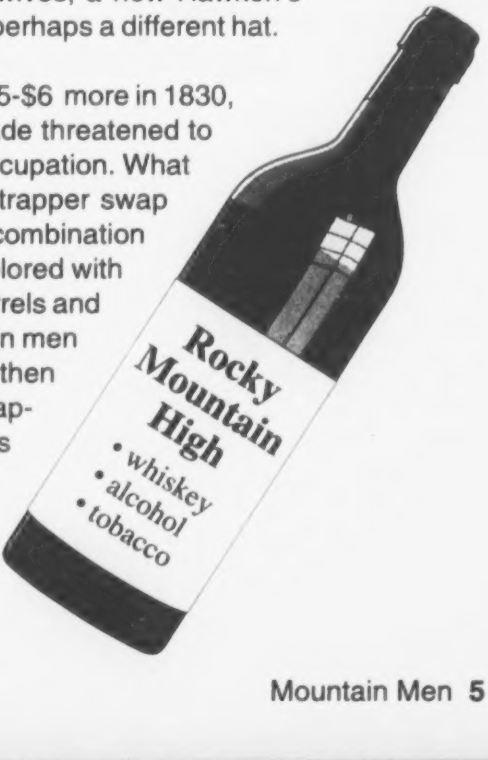
> “... in the midst of America's most rugged and beautiful landscape ...”

When the time came for rendezvous, bearded mountain men with their fur-laden pack mules came from all over the West. As they set up camp, the St. Louis caravans arrived to set up their tables and display their wares. Negotiating the prices for individual skins was mostly an exercise of futility for the trapper. The merchants told the trappers what the rate would be this year, and that was that, depending on certain qualities of individual pelts. It was the "only game in town," and the trappers, who weren't going to make huge profits anyway, accepted, commenting that "that's the way the stick floats."

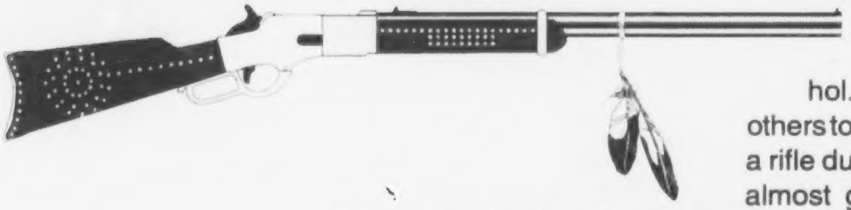
Once paid, the money was quickly spent on necessities like blankets, gifts for Indian wives, a new Hawken's rifle, a Green River knife, and perhaps a different hat.

> “... medicine water ...”

Generally, each pelt went for $5-$6 more in 1830, less in 1838, when the silk trade threatened to reduce trapping to a casual occupation. What remained after the merchant-trapper swap went for "medicine water" (a combination of pure alcohol and whisky, colored with tobacco). Finding the large barrels and jugs of the lethal fluid, mountain men drank until they vomited, and then kept drinking until, as it often happened, they passed out. It was the one-a-year drunk for many mountain men and it lasted for two weeks.



POSTSCRIPT - 2



Some trappers reacted belligerently to the alcohol. These men challenged others to sadistic duels and fights—a rifle duel at 20 paces, a distance almost guaranteed to cause not one, but two deaths. At one rendezvous, a man awoke because someone had lit his hair afire.

Just as diverting but less barbaric were competitive activities such as horse-riding, target-shooting, foot-racing, and fist-fighting. Then there were the ladies—seductive, enticing Indian squaws brought to the rendezvous by their fathers who were anxious to use the income to add new horses or rifles to their possessions.

Two weeks of rendezvous was enough. Often with world-class hangovers and with little or no money left to show from a year's trapping, mountain men stumbled out of camp with their new acquisitions (a wife? a rifle?) to head for their fall trap-lines. Thus, they would continue the year's routine which would bring them back to rendezvous next year and until 1840 with more packs of "brown gold."

“... brown gold ...”

By the mid to late 1830s, it was clear to the Rocky Mountain trapper that the Golden Age of the beaver trade, brief as it was, was nearing an end. The animal itself, after two full decades of being overtrapped, was in danger of extinction. Severe competition among rival companies that caused a drop in fur prices was another blow to the trade. A further cause for the decline was the harsh winter of 1836-1837 which killed off many young beaver.

Indian hostility resulting from a small pox epidemic added to the list of reasons, and, perhaps most important, beaver went out of fashion as a material for hats. It was replaced by silk, now being imported to the United States and Europe by clipper ship from China and Japan.

Most beaver hunters—the mountain men surviving until 1840—were savvy enough to see signs of a declining industry and take up other occupations all over the west. Trails they themselves had blazed needed scouts and interpreters to guide wagon parties; forts along these trails needed to be built and maintained by experienced frontiersmen; and towns, built where mountain men spun yarns around campfires, needed citizen-leaders. Thus, our mountain men "fur fathers" would continue to nurture the 19th century's westward movement.

COMPANY PERSONNEL

(Cut apart on broken lines.)

"CANNIBALS"

Brigade Leader

- ______
- ______
- ______
- ______

"BEAVERS"

Brigade Leader

- ______
- ______
- ______
- ______

"MOUNTAINEERS"

Brigade Leader

- ______
- ______
- ______
- ______

"ROCKIES"

Brigade Leader

- ______
- ______
- ______
- ______

"GREEN RIVER BOYS"

Brigade Leader

- ______
- ______
- ______
- ______

"FREE TRAPPERS"

Brigade Leader

- ______
- ______
- ______
- ______

"SHE-RIPS"

Brigade Leader

- ______
- ______
- ______
- ______

"GRIZZLIES"

Brigade Leader

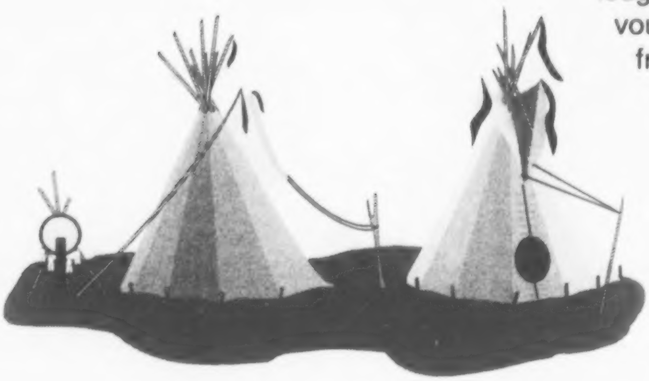
- ______
- ______
- ______
- ______

"VARMINTS"

Brigade Leader

- ______
- ______
- ______
- ______

YARNING - 1



The "yarn" Before television, before radio, before any electronic communication, there was the "yarn," the tall tale told to pass the evening hours humans had after work and prior to sleep. Many frontier people of the pre-electronic 19th century became, out of necessity, skilled storytellers, or yarn-spinners. Mountain men, especially, seemed to have a knack for embellishing the lives they led in their wilderness environment. Based on kernels of reality, most yarns spun by Rocky Mountain trappers were often shared experiences. Huddled in winter lodges and tepees or at the summer rendezvous, and drawing frequently on pipes, with frequent swallows of whisky, mountain men bragged, exaggerated, embellished, and added color to real events. Some just fabricated entire stories that might have happened only to them. Much like today's polished stand-up comedians and after-dinner speakers, yarn-spinners were prized attractions, and it was a rare mountain man who failed to use his vivid imagination when he had the opportunity. Now, it's time for you to try your skill at a mountain man tradition. Your trapping party will draw a "card" with a brief story on it. Each member of the party will, in turn, add to the original story until after so many minutes listening to the yarn's development around a "campfire," the tall tale is brought to a fitting conclusion.

Suggestions for a memorable yarn:

- Stay close in topic to the story's original beginning.
- Use colorful *metaphors* and *similes* to heighten interest and simulate mountain man authenticity. Here are two similes: "That she-rip was as tall as a St. Louis store." ... "The beaver I took in '28 on a seedskeedee was as big as my pappy's dog."

"... That she-rip was as tall as ..."

"... The beaver I took in '28 on a seedskeedee was as big as my pappy's dog ..."

YARNING - 2

- Insert the mountain man's colorful lexicon found on the HOW MOUNTAIN MEN TALKED handout. Using some of these words and phrases will lend authenticity to your segments of the yarn and will elevate your trapping party's yarn to higher standards of accuracy.

- While the others in your party are yarn-spinning, be an *active listener* by nodding, using positive facial expressions, and by adding a brief comment or two.

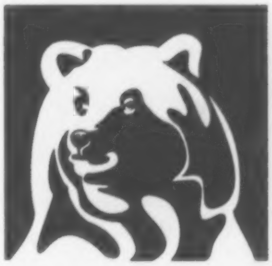
- If your teacher gives you the yarning handouts a day or two before your party sits down to spin its yarn, use the information and suggestions to practice what you might say as you embellish details in your yarn. Practice saying words and phrases mountain men in the 1830s might have used while they squatted around a warming blaze on a cold, dark night in the Rockies.

- In any case, give your yarn's characters amazing powers; create vivid scenes; and last, have the crisis or problem solved during the final trapper's segment. Most important, make your yarn move along smoothly and rapidly so that you hold your listeners' attention.

- Have fun with your story told in the language of the mountain men.

Acting Tip →

Stand up when you tell your yarn. Pause before you begin and capture everyone's eyes with yours. Then use dramatic body language to make your story come alive. For example, if you were telling a story of when you killed or ran from a male grizzly bear (see the name "Old Ephraim" on the next page), you would rapidly move your arms and hands to suggest the size of this giant grizzly who was chasing you. (Of course, in your story he would become larger than he was in real life.)



life size

story size

***Old Ephraim** should grow in size as you tell everyone how big he was.*

HOW MOUNTAIN MEN TALKED - 1

Typical of human beings isolated from others, mountain men developed a unique way of communicating. Far out on the frontier and beyond, mountain men used a colorful and vivid vocabulary to express their thoughts. The best way to get into their minds and enrich your turns at yarnin' (telling tall tales) is for you to use many of these expressions in this activator.

- **Bug's Boys**: Blackfeet Indians
- **Cache** (cash): to hide or conceal
- **Can't shine in this crowd**: not important
- **Companyeros**: friends, fellow mountain men
- **Count coup** (coo): kill, scalp
- **Doomed beaver**: death is imminent
- **Feed fair**: shout of enjoyment while eating
- **Fofarrow**: decoration, anything unnecessary or showy (usually on their wives)
- **Get quite a glow**: ecstasy after eating buffalo meat, drinking taos lightnin' (whisky) or smoking tobacco ('bacca)
- **Go under**: die
- **Greenhorn**: newcomer to the mountains
- **Heap**: very much, a lot, large amounts
- **Heely**: Gila River
- **Hyar's brown skins acomin'**: Indian approaching
- **It won't shine**: it's no good, don't like it
- **Keep your nose open**: stay alert
- **Keep/watch your topknot**: don't get scalped
- **Lavé!**: get up
- **Lodge-poling:** beating wife
- **Long-knives**: American trappers
- **Meatbag**: stomach (as in fill your meatbag)
- **Old Bullthrower**: Hawken's rifle
- **Old Ephraim**: male grizzly
- **On the prairie**: get something free
- **Painter meat**: panther, considered a delicacy
- **Plew**: prime beaver skin or pelt
- **Possibles sack**: small sack for carrying equipment and necessary items
- **Put afoot**: lose a horse
- **Raisin' or liftin' ha'r**: scalping
- **Red Devils**: Indians
- **Robe season**: winter
- **Rubbed out**: killed
- **Seedskeedee**: Green River, a main trapping region
- **She-rip**: female grizzly (more dangerous than male)
- **Siree!:** yes, sir! (exclamation)
- **Skeared**: scared, afraid
- **Some punkin**: good-looking Indian girl
- **Spoosa**: wife, from the Spanish, esposa

"… telling tall tales …"

HOW MOUNTAIN MEN TALKED - 2

- **Spree**: great time
- **Thar goes hoss and beaver**: bad luck; oh well
- **Thar**: there
- **This hoss or child**: himself, or other mountain men
- **That's the way the stick floats**: hard luck, fate
- **Tickle his fleece**: scalp
- **Tickled his hump ribs**: shot an Indian
- **Varmint**: dangerous animal, as opposed to critters, which were usually harmless
- **Wagh!** (wahh!): exclamation of joy or contentment

Sample of a trapper story (not necessarily a yarn):

Me and Broken Hand

"Broken Hand and me was squattin' down next to a fire down around the Heely one robe season, when some of our companyeros, who we'd thought gone under three years back, logged into our camp.

"They war Black Harris, Hatchet Jack, and Jim Beckwourth. Said the'd been up on the Yaller Stone huntin' plews when them red varmints attacked them and tried to turn 'em into doomed beavers. We figured this to be a yarn as Bug's Boys shine at countin' coups.

"Broken Hand and me offered 'em some 'bacca and Taos Lightnin' and they tore into it.

"Awhile later, I was preparin' some buffler steak and painter meat. When the grub was ready, I said: 'Hyar's the doin's, boys-freeze into it!' We all filled our meatbags and got quite a glow, especially from the boudins and hump ribs.

"I noticed old Jack had got his ha'r lifted years back. He said, 'Them varmints the Rees done it down on the Seedskeedee.' But he admitted, 'That's the way the stick floats.' This coon'll never get his fleeced tickled again anyhow! Wagh!

"We all filled our meatbags again and got ready to make tracks. Broken Hand and me decided we'd go to Californy over the same trail Old Diah Smith traveled over back in '26. Broken Hand had a notion to tie the knot with one of them black-eyed señoritas.

"Fore we made tracks, we told our companyeros we'd see 'em next rendezvous at Pierre's Hole. Tough old Jim told us: 'Keep your topknot.' I says to him, 'Keep your'n.' **Wagh!**"

"... and me offered 'em some 'bacca and Taos Lightnin' ..."

YARN CARDS - 1

These “cards” are intended to serve as yarn outlines. Students in their small fur-trapping parties will use these events and occurrences to “jump start” and advance the chain yarns they spin at individual “campfires.” Ideally, students will benefit by having copies of these “cards.”

Hugh Glass
(a suggested outline)
- Amazing skill with “old bull thrower” rifle
- Attacked by a she-rip
- Left to die; crawled/walked for six weeks to Fort Kiowa
- Eating strange “foods” along the way
- Getting lost in Yellow Stone region with geysers and boiling mud
- Arrows wounds/healing

Start: “It war back in ‘26 ...”

HG

Jed Smith
(a suggested outline)
- Fight with a male grizzly bear
- Crossing Mojave Desert during summer
- Thirst, heat, near starvation
- Eating strange desert plants and animals
- Run in with Mexican officials in California

Start: “It war back in ‘26 ...”

JS

Louis Vasquez
(a suggested outline)
- Being tortured by Indians
- Living with critters
- Stunts of bravery in front of captors
- Scalping experiences
- Stalking buffalo of different colors

Start: “It war back in ‘21 when ...”

LV

Moses “Black” Harris
(a suggested outline)
- Blizzards and freezing temperatures
- Ways to find food
- Attacked by wolves with human powers
- Strange “foods” eaten to stay alive

Start: “It war back in ‘26, I s’pose, when ...”

MH

Jim Beckwourth
(a suggested outline)
- Fun at a rendezvous—games, stunts
- Shooting and toma hawk-throwing contests
- Prodigious amounts of whiskey and buffler steak consumed
- Marrying into the Crow tribe

Start: “It war back in ‘33 when ...”

JB

Joe Walker
(a suggested outline)
- Crossing the Sierras into California
- Seeing Yosemite Valley for first time
- Crossing a river of mirrors
- Conversing with a grizzly bear

Start: “It war back in ‘34 when ...”

JW

Jim Bridger
(a suggested outline)
- Trapping competition—largest beaver
- Successful fishing with a pole/line
- Seeing a deer 25 miles away reflecting of an icy mountain
- Chased by Indians

Start: “It war back in ‘31, I s’pose, when ...”

Bridger

Thomas Fitzpatrick
(a suggested outline)
- Wrestling a grizzly
- Chased by hostile Indians and hiding in snake pit
- Canoeing on rapid river
- Eating strange “foods”

Start: “It war back in ‘24 when ...”

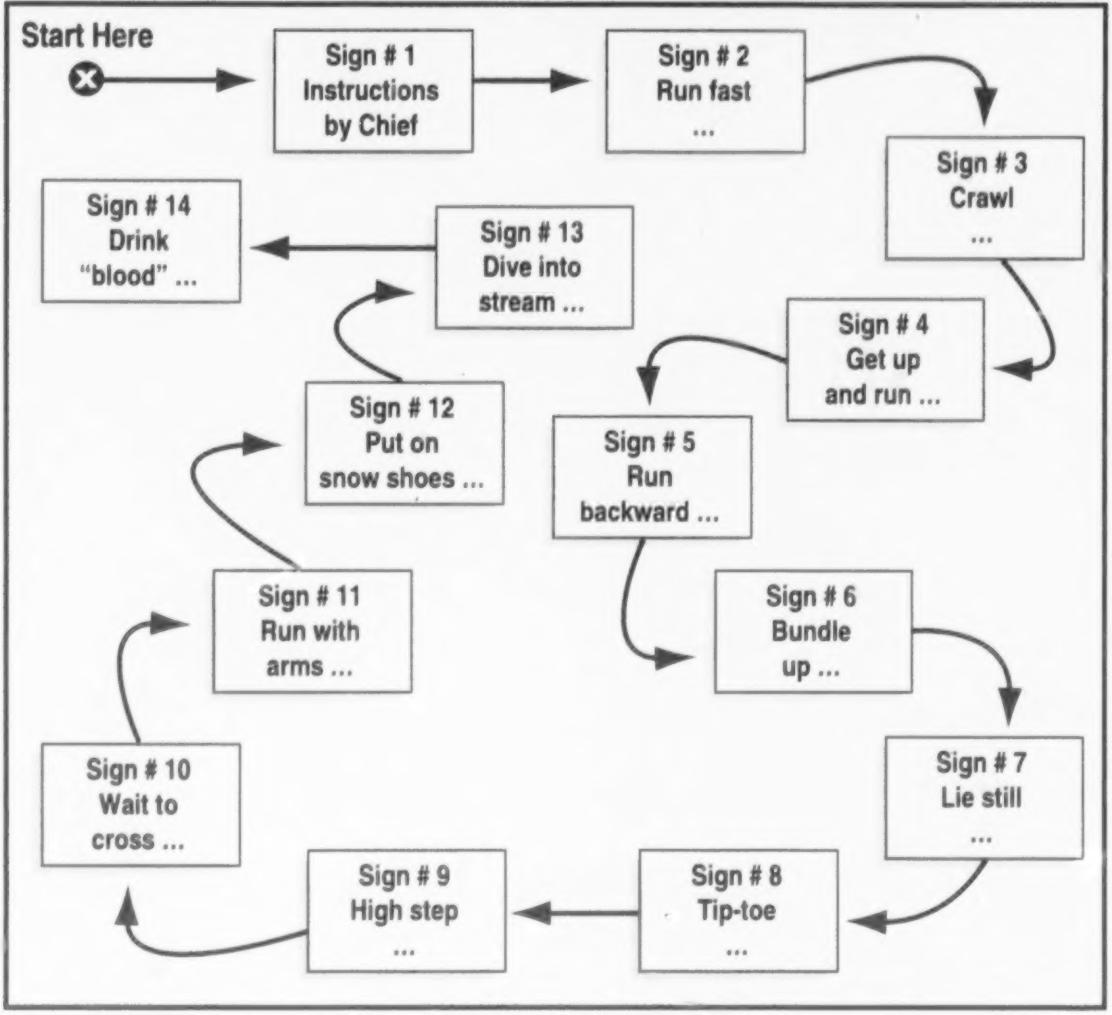
TF

Zenas Leonard
(a suggested outline)
- A beaver paradise in northwest Montana
- Living with a female panther (mountain lion) in a cave on the Mussel-Shell River
- Transparent mountains

Start: “It war back in ‘29 when ...”

ZL

Schematic: Phase I Wilderness Gauntlet

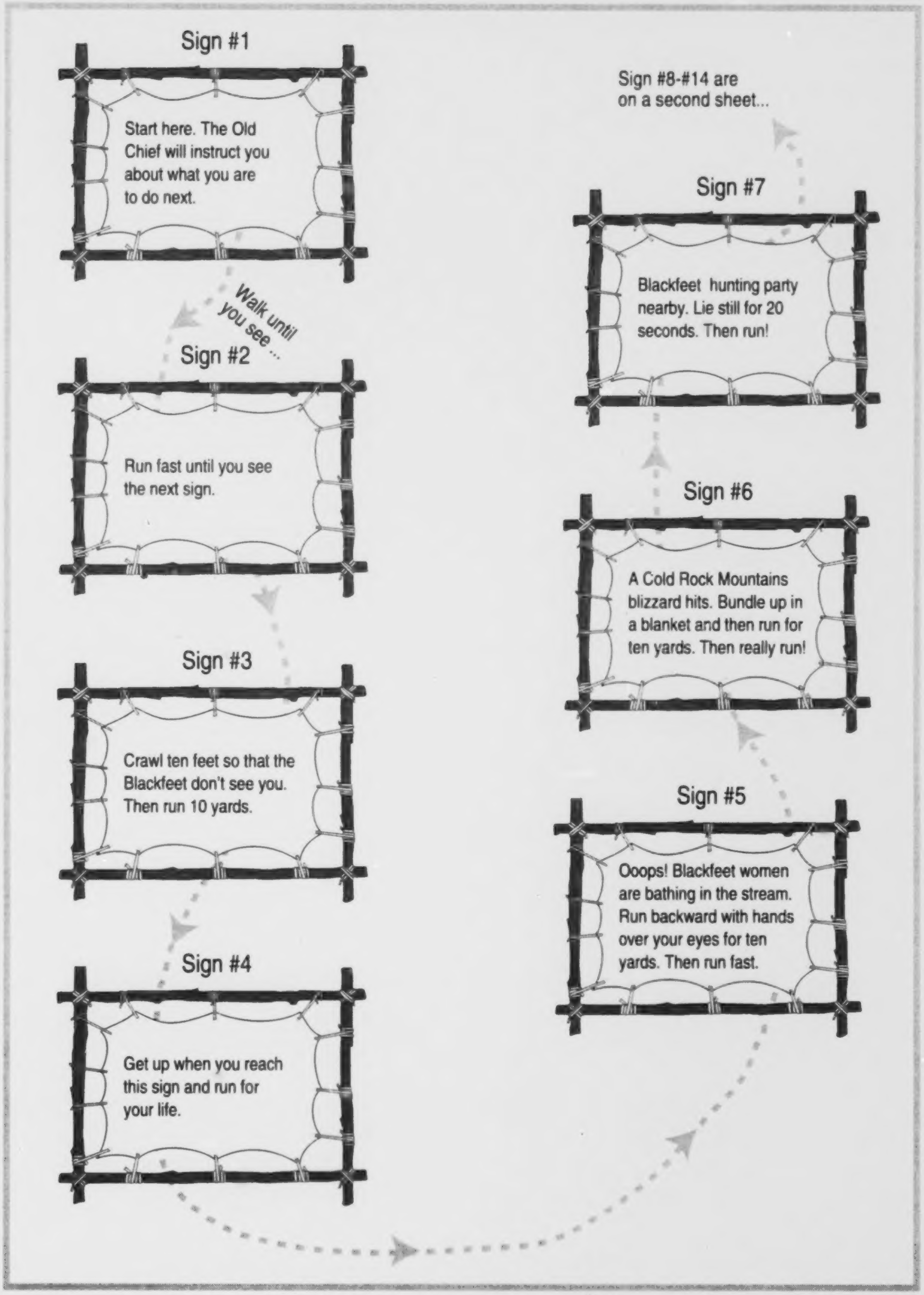

Start Here
Sign # 1 Instructions by Chief
Sign # 2 Run fast ...
Sign # 3 Crawl ...
Sign # 4 Get up and run ...
Sign # 5 Run backward ...
Sign # 6 Bundle up ...
Sign # 7 Lie still ...
Sign # 8 Tip-toe ...
Sign # 9 High step ...
Sign # 10 Wait to cross ...
Sign # 11 Run with arms ...
Sign # 12 Put on snow shoes ...
Sign # 13 Dive into stream ...
Sign # 14 Drink "blood" ...

Suggestions

- Design your own race course according to your needs and the outside area you've chosen.
- For details and exact sign labels see the **Wilderness Gauntlet Signs** page.
- Try not to allow the runners to see the entire course layout, especially the last few signs.
- Use student sign-holders instead of signs and stakes in the ground.
- Have two timers for each of the 8-9 runners.
- Have one runner at a time run the Gauntlet.
- Play Chug-a-lug and "Hand" after the races.

Sign # 14
... Drink blood ...

WILDERNESS GAUNTLET (Models) - 1



Sign #1

Start here. The Old Chief will instruct you about what you are to do next.

Sign #2

Run fast until you see the next sign.

Sign #3

Crawl ten feet so that the Blackfeet don't see you. Then run 10 yards.

Sign #4

Get up when you reach this sign and run for your life.

Sign #5

Ooops! Blackfeet women are bathing in the stream. Run backward with hands over your eyes for ten yards. Then run fast.

Sign #6

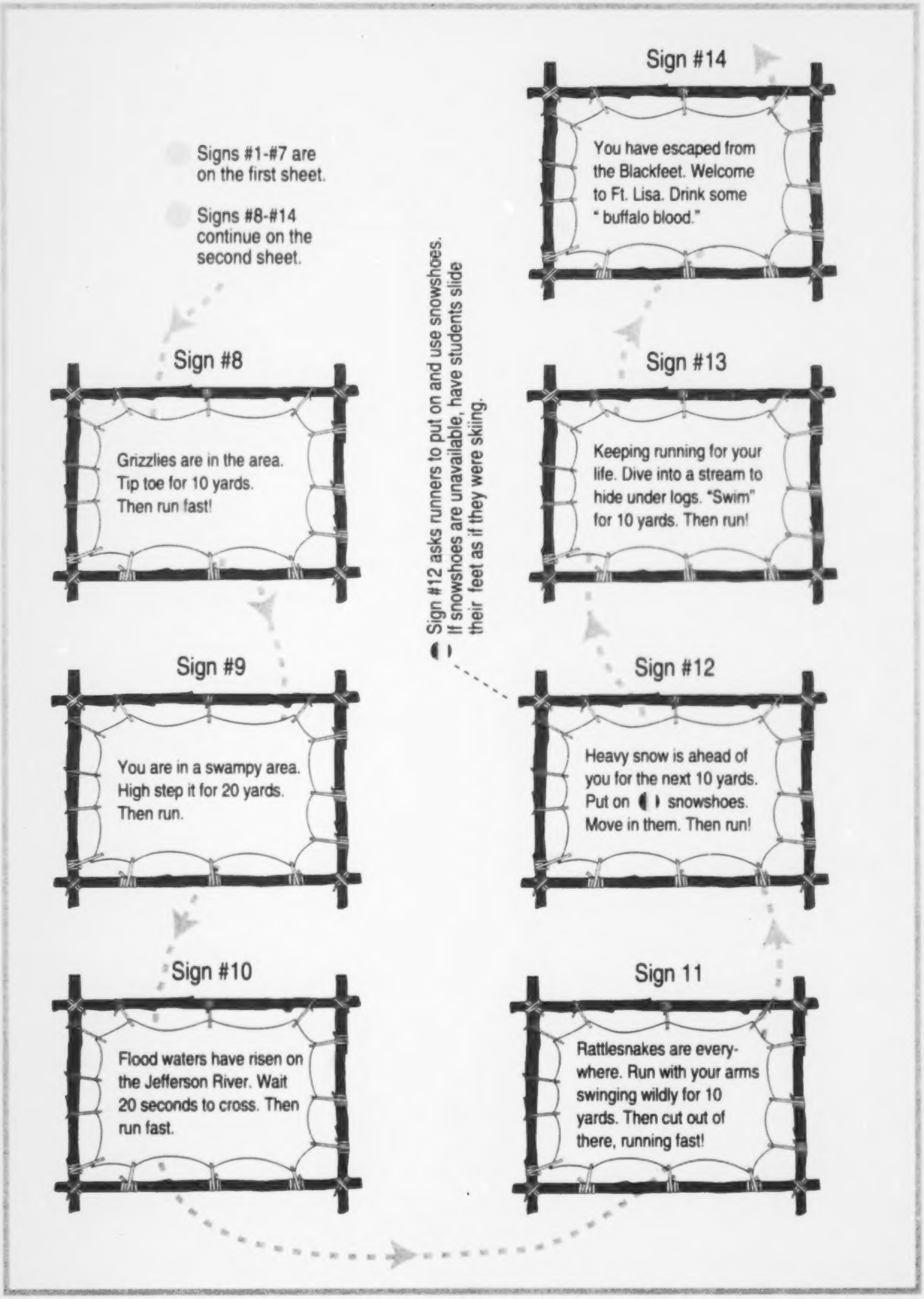
A Cold Rock Mountains blizzard hits. Bundle up in a blanket and then run for ten yards. Then really run!

Sign #7

Blackfeet hunting party nearby. Lie still for 20 seconds. Then run!

Sign #8-#14 are on a second sheet...

WILDERNESS GAUNTLET (Models) - 2



Signs #1-#7 are on the first sheet.

Signs #8-#14 continue on the second sheet.

Sign #8

Grizzlies are in the area. Tip toe for 10 yards. Then run fast!

Sign #9

You are in a swampy area. High step it for 20 yards. Then run.

Sign #10

Flood waters have risen on the Jefferson River. Wait 20 seconds to cross. Then run fast.

Sign 11

Rattlesnakes are everywhere. Run with your arms swinging wildly for 10 yards. Then cut out of there, running fast!

Sign #12

Heavy snow is ahead of you for the next 10 yards. Put on ◖◗ snowshoes. Move in them. Then run!

◖◗ Sign #12 asks runners to put on and use snowshoes. If snowshoes are unavailable, have students slide their feet as if they were skiing.

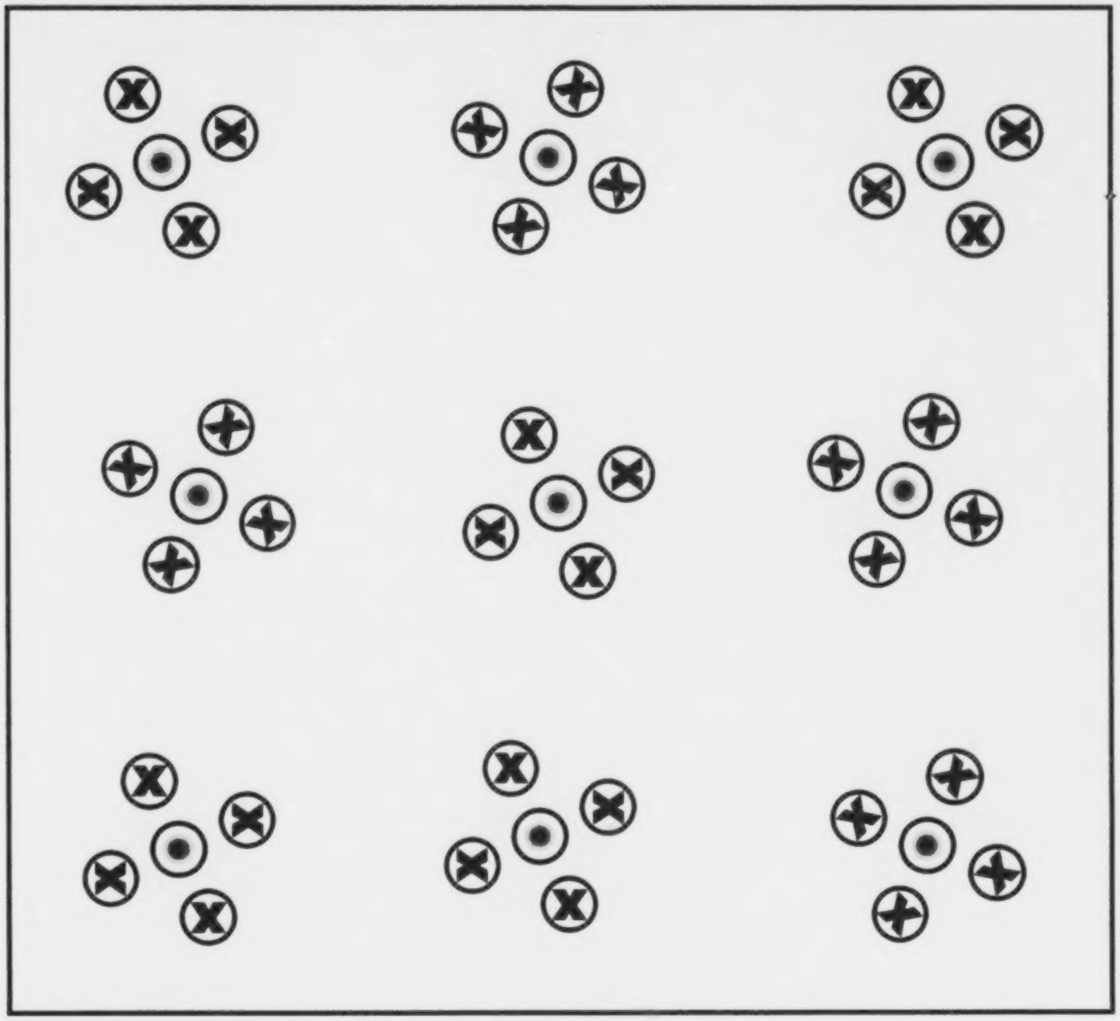
Sign #13

Keeping running for your life. Dive into a stream to hide under logs. "Swim" for 10 yards. Then run!

Sign #14

You have escaped from the Blackfeet. Welcome to Ft. Lisa. Drink some "buffalo blood."

Schematic: Phase II Yarn Spinning



Suggestions

- Try to make each group a party of four.
- Give essential handouts a day or two in advance.
- Limit chain yarns to $3^{1/2}$-5 minutes.
- Use only enough light to enable trappers to barely see.
- Have each party's yarning winner compete against one another in the winner's round.

⊗ Trapper

⊙ Flashlight pointed up with paper on top to diffuse the light

MOUNTAIN MAN AWARDS

MOUNTAIN MAN AWARD

Best Yarn-Spinner in His/Her trapping Party

presented to

____

______________________ ________________, 1837

Head Mountain Man *Date*

MOUNTAIN MAN AWARD

Best Yarn-Spinner in The Entire U.S. History Class

presented to

____

______________________ ________________, 1837

Head Mountain Man *Date*

MOUNTAIN MAN AWARD

Fastest Runner Through The Mountain Man Wilderness Gauntlet

presented to

____

______________________ ________________, 1837

Head Mountain Man *Date*

MOUNTAIN MEN RENDEZVOUS

(Parent Permission Form)

Trapper's Name ____________________ Teacher _____________ Period _______

I, _____ , hereby give permission for my

son/daughter, ______ , to participate in :

☆ Yarn-Spinning at a Classroom "Campfire"

☆ The Possibly-Exhausting Wilderness Gauntlet Run

_____________________________ , 1837 ____________________________________

Date *Parent Signature*

MOUNTAIN MEN RENDEZVOUS

(Parent Permission Form)

Trapper's Name ____________________ Teacher _____________ Period _______

I, _____ , hereby give permission for my

son/daughter, _________________ , to participate in:

☆ Yarn-Spinning at a Classroom "Campfire"

☆ The Possibly-Exhausting Wilderness Gauntlet Run

_____________________________ , 1837 ____________________________________

Date *Parent Signature*

MOUNTAIN MEN RENDEZVOUS

(Parent Permission Form)

Trapper's Name ____________________ Teacher _____________ Period _______

I, _____ , hereby give permission for my

son/daughter, _________________ , to participate in:

☆ Yarn-Spinning at a Classroom "Campfire"

☆ The Possibly-Exhausting Wilderness Gauntlet Run

_____________________________ , 1837 ____________________________________

Date *Parent Signature*

THE

WAGH

AWARD

Given to

____

**who was the
most enthusiastic
and effective mountain
man in our class.**

LESSON PLAN - 1

Setup

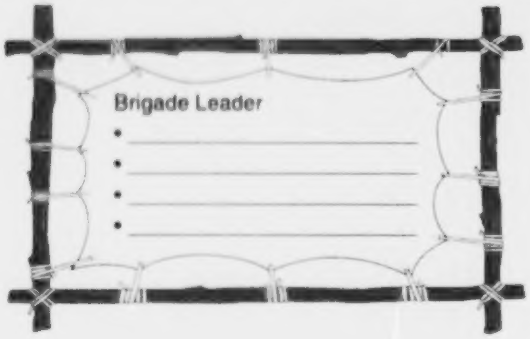
Teaching Tip

These duplication numbers are for one entire class.

1. **Duplication**
   a. Consider duplicating a class set of both the BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages to use on an overhead projector at the appropriate time.)
   b. One copy of the PARENT PERMISSION SLIP for each student if you think this form is necessary to alert parents of the rigorous nature of the wilderness gauntlet activity.
   c. Enough copies of the MOUNTAIN MAN AWARD sheets to distribute to winners of the gauntlet and yarn-spinning activities.
   d. YARNING—one copy for each student
   e. 5-6 copies of the YARN CARD sheet to be cut and distributed to each yarning campfire group. (Each campfire group receives one of the nine yarn-starters.) If you have groups of four, you will have 1-2 copies to use as backups.
   f. One copy of HOW MOUNTAIN MEN TALKED for each trapper.
   g. *(Optional)* One copy of the WAGH AWARD—if you and your class plan to honor one student as "the most enthusiastic and effective mountain man in class."

Teaching Tip

Note: *Assign your best students to be Brigade Leaders.*



2. **Schematics, props, costumes, etc.** First, make the SCHEMATICS into transparencies. Be sure you have studied them carefully. Find and bring into your classroom any props or costume pieces that will help create the setting and some reality of the Rocky Mountains in 1837. Perhaps students could help by bringing enough flashlights for the eight or nine trapping party campfires and any hats, moccasins, or clothing items mountain men might have worn. Some students also need time to make the signs; to bring in one or two blankets and a few stopwatches; and, if possible, to find a pair of snowshoes for the initial activity—the wilderness gauntlet.

Teaching Tip

Just in case some flashlights fail, keep a few sets of matching batteries available.

3. **Roles** In this activator you will need to group your students into trapping parties of four each. Within each foursome include a balance of gender, ethnic background, and ability level. Each "trapping party" will be a unit through the two activities described below.

“... trapping parties ...”

- **Activity 1** Each party of four selects one to be its “John Colter” designate, who will run through a gauntlet of obstacles simulating a “race for his life.” Colter experienced this horror after he was captured by the Blackfeet Indians. Each runner will be timed, and winners will be awarded a Fastest Runner Award.
- **Activity 2** Once back at camp, trapping parties use yarn cards given a day or two earlier to advance and embellish a tall tale typical of mountain men whiling away the hours before they retire for the night. Students sit Indian-style around a flashlight to simulate a campfire context.

4. **Narrators** Unlike many other activators in this series, there are no narrators and no prepared script to follow.

Actual lesson plan

1. **Prep-lesson preparations**
   a. Make sure you have duplicated all handouts enumerated above.
   b. Make sure you or a few students have made the necessary signs and have laid out a obstacle/gauntlet course.
   c. Make sure parent permission slips—especially from students who will run the gauntlet—are returned to you.
   d. Make sure all students have been given copies of the YARN CARD and HOW MOUNTAIN MEN TALKED handouts at least one day prior to the yarn-spinning activity.
   e. Make sure you allow enough time for students to adequately lay out the gauntlet course.

Teaching Tip →

Use the WILDERNESS GAUNTLET SIGNS (Models) on pages 14-15 to inspire your sign makers to do a good job. ***Note:*** *These are only models. Have students use the words, but tell them to design the actual signs in a way that they think is appropriate.*

2. Hand out the BACKGROUND ESSAY either the day before this class as homework or pass it out now. If you have given it as homework, conduct an informal discussion of the essay's main points. If you are passing it out now, read the essay aloud to students as they read with you, pausing to explain the main points. (This choice, of course, you determine by your students' ability level/age.)

3. Briefly put each of the two SCHEMATICS transparencies on the overhead projector, explain how the two phases work, assign any roles, and then have most students rearrange the classroom to resemble the 8-9 campfires they will sit at after returning from the gauntlet activity. While the desks are being stacked on the perimeters of the classroom to give maximum room to the yarn spinning campfire activity, send some students outside to set up for the wilderness gauntlet, including the various signs, props, etc., to simulate the trapper's "ordeal."

4. See the following options for different ways you can conduct the actual activator.

“ ... the wilderness gauntlet ... ”

Option A

1. Decide if you want to do both phases of this activator. The wilderness gauntlet will require some extra energy from you, but channeling the more active learning styles of today's student will pay dividends with high level student interest. This phase has been successfully piloted, and many students over the years recall the gauntlet as a highlight of the year.

2. If this option is selected, both phases will take place. In this case, follow the suggestions below:
   a. Student runners, one each from the eight to nine trapping parties, are selected.
   b. Read the brief story which follows, enlightening all students on the wilderness gauntlet similarly faced by mountain man John Colter.

Teaching Tip →

Read or tell John Colter's story slowly and dramatically so that students appreciate his incredible adventure.

"John Colter, a trapper extraordinaire, is considered to be the first mountain man. He achieved legendary status in the Rockies, but his life was cut short by jaundice in 1813. Most of his fame as a courageous 'Long Knife' rests on one incident, which typifies the dangers of his breed of frontiersman. On one trapping expedition, Colter and his partner John Potts were captured by the always hostile Blackfeet Indians. Potts was then riddled with arrows, but Colter was spared temporarily to serve as part of a devious sport. He was stripped naked and told to run for his life. Barefooted and given a head start of no more than 30-40 yards, Colter thus began a foot race with pursuing Blackfeet which became embellished in mountain man yarn and lore as one of the frontier's most heroic episodes.

105

"Your student runners will now challenge a wilderness gauntlet, fraught with simulated dangers Colter himself might have considered difficult. His route covered miles of rough terrain—cactus and thorns eventually making his feet bloody stumps—as swift Blackfeet braves pursued him with spears. Your obstacle course, though obviously not an exact mirror of Colter's ordeal, will nevertheless test your hardy trappers."

"... attach each to a redwood/cedar furring strip ..."

Option B

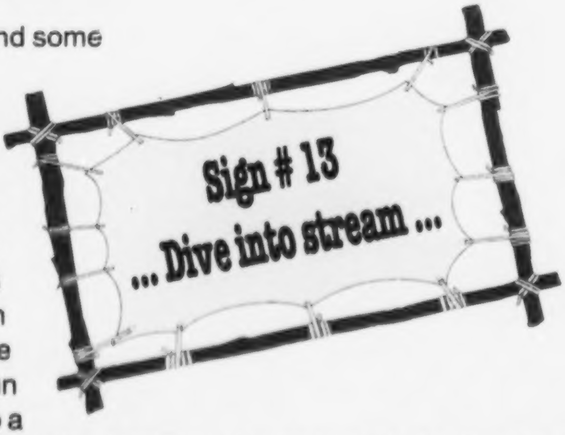
1. If you have a less active, more verbal group of students, plan and carry out only the yarn-spinning activator phase. This option would be operative, too, if bad weather is a factor.

Option C

1. This choice involves a shorter version of each phase. In the wilderness gauntlet, select three to four students to run the course, without regards to trapping party allegiance or representation . This shortens the time spent on this phase, when in fact only three to four, and not eight or nine, runners complete the gauntlet.

2. Option C allows for a briefer version of the yarn spinning too. Instead of all eight or nine groups spinning different yarn card stories, merely select one or two groups (eight students) to advance and embellish a few tales. Of course, preparation with the yarn "cards" and HOW MOUNTAIN MEN TALKED a day or two prior would still be essential.

How to run the gauntlet activity



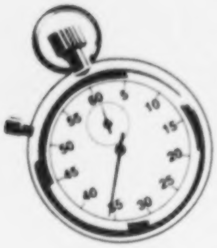
1. A few days before, find some 14 or more pieces of one by two foot white/light posterboard. Have students create signs and paint/write on them the words which appear on pages 14-15. Once done, use a staple gun to attach each sign to a redwood/cedar furring strip. ***(Option**: Have students hold up the signs along the race course.)*

Teaching Tip

Advanced preparation is really necessary for this activity.

2. Find a nice large open space/athletic field and visually chart the race course. (Eventually you must mark off the course with signs and lime/wooden stakes.) Make appropriate contacts with school personnel to reserve the area for the event.

3. Duplicate, hand out, and receive back, parent permission forms. While not a medical release, it should protect you (and alert parents) from any problems down the line regarding sick or injured students.



4. Find a stop watch to time each runner on race day. Also collect an old blanket or two for use at one station (#6). Buy two or three large cans of tomato/V8 juice to simulate the "buffalo blood" at station #14. For snowshoes at station #12, runners can use a long sliding stride as if they are on snowshoes.

> "... buffalo blood ..."

Teaching Tip

The author and his team teaching colleague John Bovberg have staged this activity many times with great student success. They love it!

Don't worry about your female students role playing mountain men. We have found them equal to the boys in this activity.

Running the race

1. Before students go out to the course, decide whether or not to tell them what specific actions need to occur. The author's pilot-testing experiences favors informing them what tasks they will do.

2. Let students assemble in trapping party quartets and select their "John Colter" to represent them. (If eight groups select one runner, you will have eight separate races, one at a time.)

> "... John Colter ..."

3. Allow one class period to run the races, maybe extending the activator one day, before coming inside the classroom for yarn-spinning.

Post-gauntlet break

***Note well:** Decide in advance whether or not a "chug-a-lug" contest would be appropriate in your school setting.*

1. To divide the wilderness gauntlet activity from more sedate yarn-spinning campfires, you might want to consider allowing students to have a chug-a-lug contest with water or punch to simulate the drinking contests actually held at the lusty, annual rendezvous.

Teaching Tip

Set up a small table near the finish line—possibly next to the "blood" cocktail for the hand games?

2. Other students, not up to quaffing down quarts of "firewater," might try their skill at a few games of hand, three half walnut shells, one with a hidden marble underneath. Throughout the frontier period this game was immensely popular with many trappers who lost a year's profit playing this sleight-of-hand game .

"... firewater ..."

Yarn spinning

1. If you haven't already handed out the YARNING, YARN-CARDS, and HOW MOUNTAIN MEN TALKED, sheets do it now. It is recommended that you distribute these insightful pages a day or two before to facilitate this activator phase and to enhance the quality of the yarns spun in each campfire. For those students who seem to lack confidence or don't possess skill in fabricating impromptu stories, a day or two to prepare possible scenarios, events, characters, and mountain man lingo would help create a more level playing field. It's your call as the teacher, but advanced preparation helps the activity succeed.

2. Review the contents of these yarning handouts. Make sure students know what this phase's purpose is: to take a mountain man story and advance the tale one by one into a yarn, an exaggerated piece with a beginning, a middle, and an end. Also remind them that they are to keep the "chain story" going for three to five minutes or more.

Teaching Tip

Test beforehand how much life is given off by the colored flashlights. Adjust to your liking and keep area dark enough so students cannot read any notes. Realize that a dim room may lessen anxiety.

3. Set an eggtimer or your watch for three to five minutes, then check to see if each party has a different yarn "card." Let them turn their flashlights on (one in the middle of four trappers with a paper covering the light to diffuse it). Turn off the classroom lights and tell them to start. Walk from "fire" to "fire" to help as they are spinning their yarns.

"... walk from fire to fire ..."

4. After the allotted time, you could ask each group to select the best yarn spinner to compete in a final round of competition with all eight or nine winners. Put these winners around two flashlights, arbitrarily hand out a yarn "card," and let them create another tall tale within five minutes. Let the entire class vote for the best yarn spinner in the class. AWARDS for this honor are on page 17.

Debriefing

Decide whether you wish to use a short or longer debriefing. Here are possible ways to make meaningful what happened during the activator on the life of a Rocky Mountain trapper.

Shorter Debriefing

1. Pass out the POSTSCRIPT. Either read this to your students or summarize each paragraph's main points before going on.
2. Ask students to discuss what they learned and what they felt as they played their roles as beaver trapper, yarn spinner, and, perhaps, as an "animal" stalked by Blackfeet Indians.
3. Consider having students write a Learning Log entry following the short debriefing. (See example on page 28.)

Longer debriefing

Use one or more of the following debriefing activities.

1. Pass out the POSTSCRIPT. Either read this to your students or summarize each paragraph's main points before going on.
2. Ask students if the positive legacies of the mountain men—blazing and mapping trails; charting rivers and mountain ranges; serving as scouts interpreters, and guides for later pioneers; and being heroic examples of self-reliance and survivalists—outweigh their exploiting both human and animal life with selfish and cruel lifestyles and their living lives of unparalleled savagery with low regard for most human life.
3. Ask students to express their opinions about today's fur "trappers," those who raise and kill animals to supply skins for fur coats and stoles. Should civilized Americans ban fur coats? Is trapping now a cruel and unnecessary occupation?
4. Make slides or transparencies from Bil Gilbert's *The Trailblazers* (Time-Life Books, 1973), especially pages 46-47, 78-79, 80-89. The last pages listed are photographs of mountain men in their later years. Ask students if these men fit the images of mountain men as portrayed in this activator.
5. Have students think hard and come up with a simile or metaphor: "Mountain men were like "__________" ... or ... Mountain men were "__________."

"... on the life of a Rocky Mountain trapper ..."

6. Show a feature film on the mountain men. Recommended: *Jeremiah Johnson*, starring Robert Redford. Afterward, ask students to reflect on "living on the edge," the violence and dangers of existing on the frontier, and what they saw in the film which might mirror what they learned during this activator. (**Hints:** The character does trap beaver; his friend Del Gue does spin a tall tale; the environment does turn Jeremiah into a "savage.")

"... living on the edge ..."

7. Since the 1970s, some American males have sought to imitate 19th-century fur trappers by going to rendezvous for a couple of weeks in the summer. There, they strut in pre-1840 mountain men regalia, buy and sell equipment or costume pieces, yarn spin at a midnight campfire, and toss "hawks" and fire black powder Hawkens. What kind of contemporary man would want to undertake such a trip?

8. Have students write a cinquain on mountain men using the established pattern found in the example below.

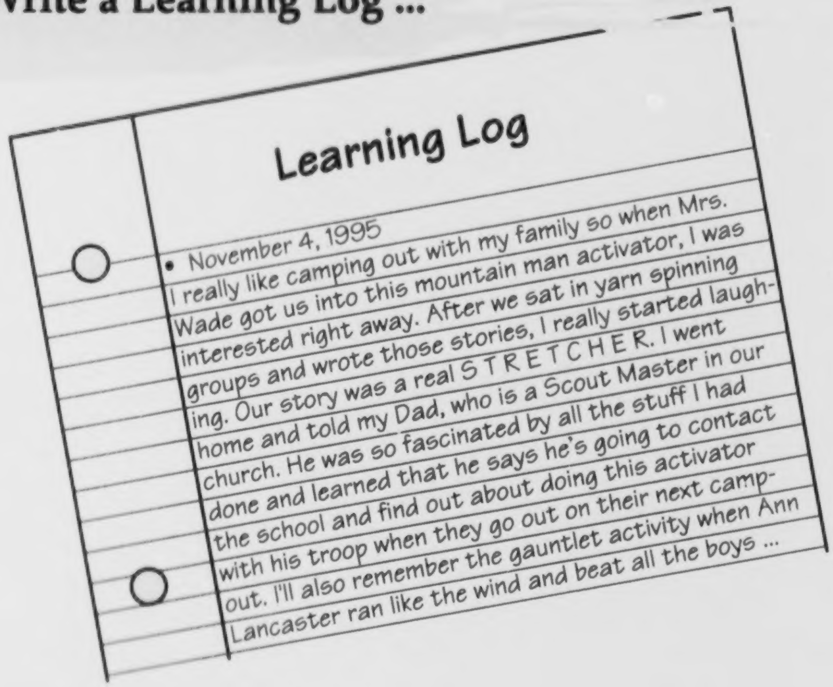
cinquain

Cinquain *(Sing-kane)*

Pattern	Example
• **First line** One word giving the title	Trappers
• **Second line** Two words that describe the title	Bold, adventurous
• **Third line** Three words that express action	Exploring, trapping, yarning
• **Fourth line** Four words that express feelings about the subject	Independent, invigorating, exciting, Wagh!
• **Fifth line** One word—a synonym for the title	Trailblazers

9. Consider having students write a Learning Log entry following the various activities in this debriefing.

Write a Learning Log ...



Learning Log

• November 4, 1995

I really like camping out with my family so when Mrs. Wade got us into this mountain man activator, I was interested right away. After we sat in yarn spinning groups and wrote those stories, I really started laughing. Our story was a real STRETCHER. I went home and told my Dad, who is a Scout Master in our church. He was so fascinated by all the stuff I had done and learned that he says he's going to contact the school and find out about doing this activator with his troop when they go out on their next campout. I'll also remember the gauntlet activity when Ann Lancaster ran like the wind and beat all the boys ...

Teaching Tip

*Having students **write their reactions** to what happened to them while they were **experiencing** knowledge will result in their remembering what they have been learning.*

***Note:** If your students became quite competent in using mountain men language (pages 10-11), encourage them to use it while writing their Learning Logs.*

Post debriefing options

1. If you feel it is appropriate because your students were so involved in this activity, consider having students vote on giving an outstanding mountain man award—called THE WAGH AWARD (found on page 19)—to one student. You and your students might toast the winner with cans of tomato/V8 juice raised high followed by some heroic ***"Waghs!"*** shouted loudly enough to rattle the classroom windows.

2. If your students enjoyed this activator' subject matter, you might pursue it further by using Interact's simulation SKINS. Students experience in more detail the economics and lives of mountain men during the 1820s.

SKINS

a simulation of the Rocky Mountain fur trade

INTERACT
LEARNING THROUGH INVOLVEMENT

SLAVE AUCTION: 1854

An early American history activator

INTERACT
LEARNING THROUGH INVOLVEMENT

SLAVE AUCTION

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

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Interaction Publishers, Inc.
DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-213-1

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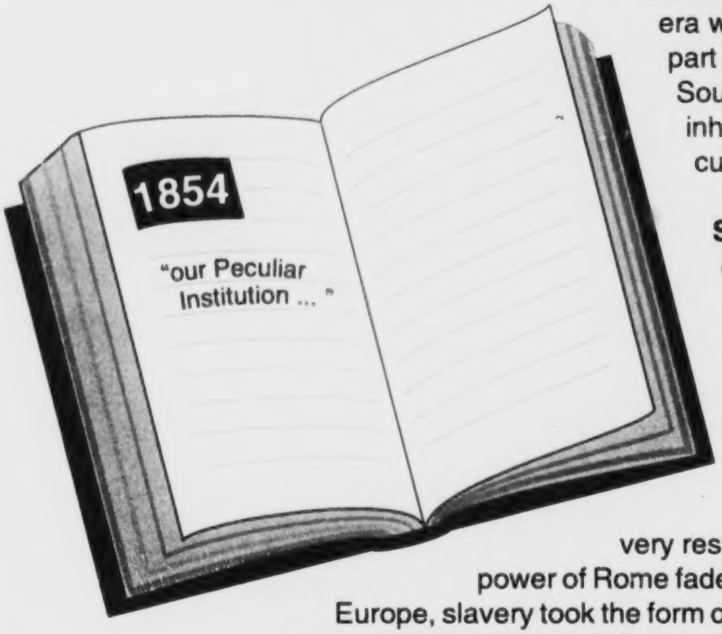
SLAVE AUCTION: 1854

HISTORICAL BACKGROUND ESSAY

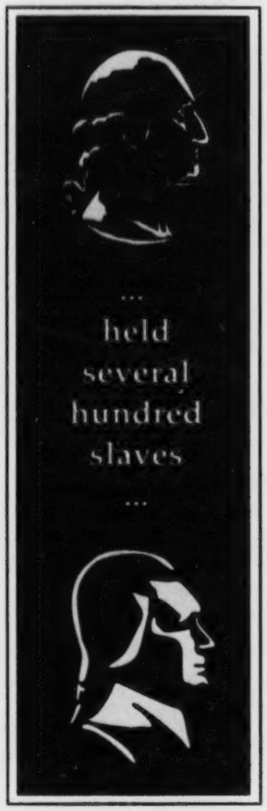
Place: Natchez, Tennessee
Time: March 1854

This activator will involve you in one of history's most degrading spectacles—a Southern slave auction taking place just before the American Civil War. Your class will re-create the buying and selling of Africans from an auction block during an era when Negro slavery was an integral part of the South's plantation economy. Southerners themselves defended the inhumane system by calling it their "Peculiar Institution."



Slavery Certainly not unique to 19th-century United States, slavery in the broadest sense—the practice in which one human literally owns and controls other human beings—has extend back at least 3,000 years. It existed in Old Testament times and in Greek and Roman societies. Very often, slavery resulted from military conquest. As the power of Rome faded and feudal kingdoms appeared in Europe, slavery took the form of feudalism, wherein peasants were bound to work for a lord. As Europeans were slowly transformed from a medieval to a more modern society, they began to explore lands across the seas. Portuguese, Spanish, English, and Dutch captains ventured along the coast of Africa, captured African Negroes who lacked firepower to defend themselves, and thus initiated a profitable, if evil, slave trade. Ironically slavery was being practiced among differing Black African societies at this same time.

Jamestown and early slavery Eventually this prosperous international slave trade reached the shores of the newly explored continent of North America. In 1619 the young English colony of Jamestown, Virginia, struggling to survive its first dozen years, accepted a cargo of 20 African slaves off a Dutch ship. From that momentous event, so innocent at the time, slavery became an entrenched system in British America and, eventually, in the United States. While never effective in the northeast colonies, slavery was deemed vital to the Southern economy. Africans were needed on the large cotton, tobacco, and rice plantations. Southerners had a fixed idea that blacks, taken from tropical Africa, could work easier and endure longer in the broiling summer sun than white colonists.


... held several hundred slaves ...

The "Peculiar Institution" By the early 19th century, slavery was an integral part of Southern life. It was accepted that Negroes were an inferior people. When the system was attacked by those from Northern states, Southerners, even those who only dreamed of owning slaves, rose to its defense. They quoted the Bible (Abraham and other Old Testament men had slaves) and pointed out examples of the Founding Fathers (George Washington and Thomas Jefferson) who actually held several hundred slaves. Slavery became the South's "Peculiar Institution." Southerners defended slavery passionately during simple private arguments and on the floors of state legislatures and the national Congress.

Abolitionists Just as unbending as slavery's defenders were the attacks from a vocal but growing number of abolitionists, especially after the publication of the *Liberator* in 1831. William Lloyd Garrison, the newspaper's publisher, gave slavery's abolition its strongest voice; he would, over the next 30 years, convince millions of Americans in the North that slavery, the South's Peculiar Institution, was evil. Along with Theodore Dwight Weld, Theodore Parker, the Grimke sisters, and others, leading abolitionists eventually would see slavery and its odious slave auctions destroyed.

Underground Railroad One way abolitionists could speed up their noble cause and liberate slaves from their masters was to assist those in bondage to escape along what became known as "the underground railroad." To be factual, these ingenious network pathways out of the South were neither underground nor railroads. And of course, those who arranged and organized these escapes like Harriet Tubman and Sojourner Truth were not actually "conductors." (The underground railroad consisted of a linking of many homes where owners agreed to hide and pass on escaping slaves as they worked their way north.) As a result, during the 1830s to 1860, this "railroad" helped hide and transport hundreds of Negroes fleeing from bondage into the North or Canada. Harriet Tubman, one famous "conductor," made 19 trips into the South and helped 300 escape. For those who did not escape, life in bondage continued.

Slavery ... dawn to dust No historian can specify what actually happened to slaves on each small farm or plantation during a typical work day, for the work load and treatment of slaves varied greatly. Most slaves worked long hours doing jobs no white man wanted to do. (An interesting fact is that many slaves did not live on plantations with a great number of other slaves; a considerable percentage lived in a small cluster on a small farm.) Field hands whether on plantations or small farms harvested tobacco, rice, sugar, and, especially, cotton, after Eli Whitney's gin dramatically increased production. Slaves with special skills or talents (e.g., carpentry, sewing, etc.) worked at their trade near or in the master's house.

How slaves were treated depended on several things: the attitude of the individual slave toward his/her work, how cooperative owners were, and the mood of the small farm owner or plantation owner and his overseer. Some slaves were treated as live-in employees and were fed an adequate, varied diet. Others were punished severely for infractions, fed a monotonous diet, and were generally treated to match and validate the stereotype in Harriet Beecher Stowe's *Uncle Tom's Cabin.*

Slave sale For whatever reasons, Southerners often sold their slaves. In this case, brokers in the region were notified to begin advertising, which usually meant printing eye-catching broadsides and disseminating the news locally. Slave sales (i.e., auctions) were common at advertised sites in towns and cities. At the designated time, day, and place, prospective buyers would arrive early to view the slaves much as horse buyers today examine carefully what they are considering purchasing. They searched for qualities that would make the ideal slave-docility, strength, and health. They also looked carefully for the following: intelligence; any special talents; and whip marks indicating rebellion or possible future runaways. While examining female slaves, purchasers were often looking for women who could breed more children. Slave children were generally considered useless until 7 to 8 years old. They were called "quarterhands" until adulthood because they did a fraction of the work. At the auction, slaves could be sold separately from their families. As inhumane as this must seem for us today, owners then needed slaves to perpetuate their labor system. At times, they were willing to pay in the vicinity of $300-$700 or more for the individual slaves.

> “We'll start the bidding at
> 100
> dollars
> ...”

Get ready to bid ... or be sold If you are chosen to portray a slave on the auction block, prepare to show your best feature, or at least play the character's profile you are given. Likewise, if fate makes you a small farmer or plantation owner searching for some new slaves to work your land, cook your meals, or raise your children, play your role to the hilt. If you are an auctioneer, take charge of the proceedings. Whatever your role in this activator, act in a mature manner. Now ...

"We'll start the bidding at one hundred dollars!"

RESOURCES

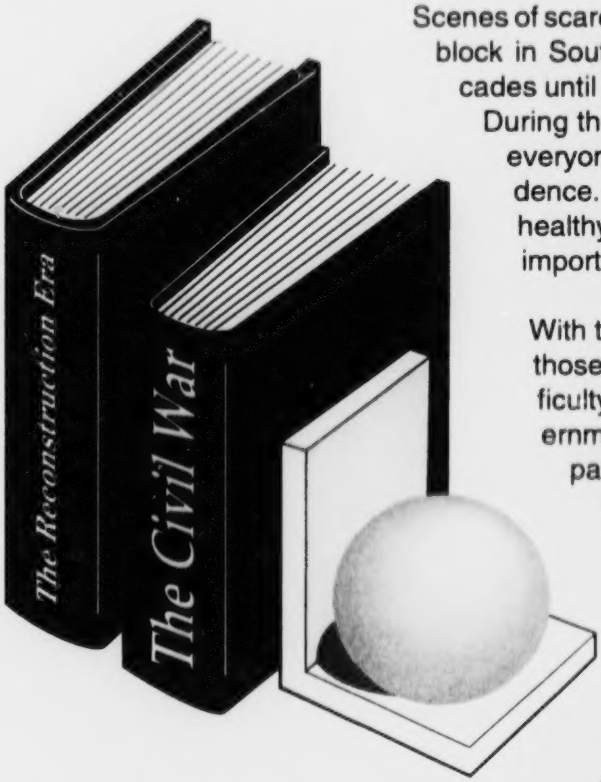
Resources to consult

- Bancroft, Frederic. *Slave Trading in the Old South.* New York: Fredrick Ungar Publishing Co, 1931.
- Everett, Susanne. *History of Slavery.* Secaucus, New Jersey: Chartwell Books, 1991.
- Filler, Louis. *The Crusade Against Slavery, 1830-1860.* New York: Harper & Row, 1960.
- Haley, Alex. *Roots* New York: Dell Publishing Co., Inc., 1977.
- Kolchin, Peter. *American Slavery, 1619-1877.* New York: Hill and Wang, 1993.
- Lester, Julius. *To be a Slave.* New York: The Dial Press, 1968. (An easy-to-read personal narrative written by a former slave.)
- Stampp, Kenneth M. *The Peculiar Institution: Slavery in the Ante-Bellum South.* New York: Alfred A. Knopf, 1963.

Visual history

- Mini-series: *Roots* (1977), starring Le Var Burton and a distinguished cast, has a lengthy scene of a slave auction during which Kinta Kinte is auctioned off along with other Negro slaves.

POSTSCRIPT



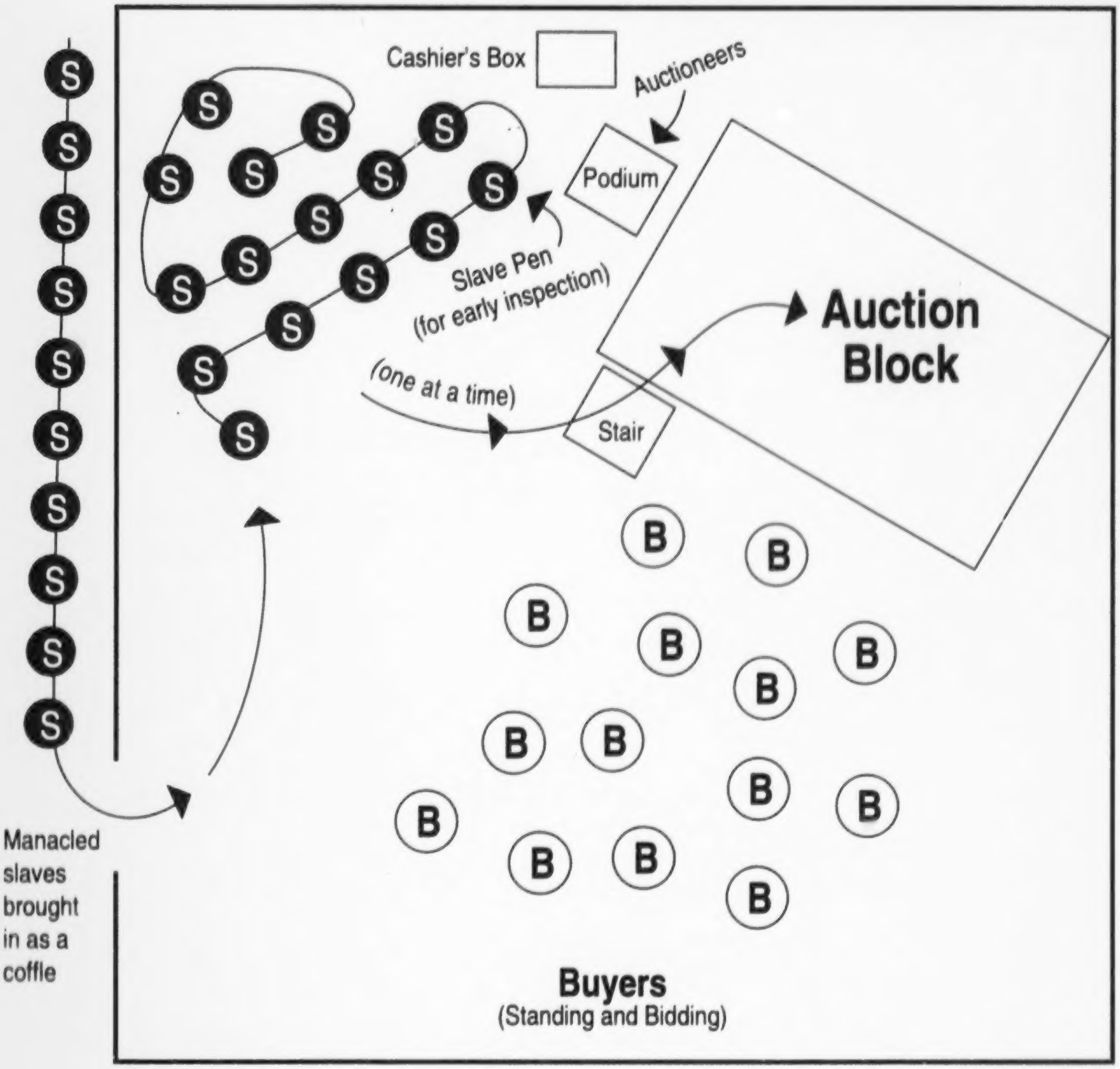
Scenes of scared and angry Negroes being sold on an auction block in Southern towns and cities were common for decades until the Civil War (1861-1865) ended the practice. During the war, slave auctions became infrequent with everyone focusing on the War for Southern Independence. Sectional survival, not profiting from the sale of healthy "bucks" and fertile "wenches" became more important.

With the Union victory at Appomattox in April 1865, those released from bondage had considerable difficulty adjusting to their freedom. The federal government, in most cases, came to their aid. Congress passed the 13th, 14th, and 15th Amendments. Once state legislatures ratified these so-called Civil War Amendments, slavery was officially and legally abolished (13th); blacks were made citizens (14th); and black males could vote (15th). Yet these mandates were virtually nullified by a series of state, county, and local ordinances which continued to segregate Negroes as second-class citizens.

Along with these discriminatory "Jim Crow" laws and Black codes, black Americans had to contend with the rise of powerful Southerners who wanted to restore white supremacy during the Reconstruction Era (1865-1877) and after. By using violence and intimidation–and believing that blacks were still an inferior race useful only as dependent farmers and laborers–groups like the Ku Klux Klan spread their racial ideas throughout the South. Despite the KKK's actions, there was some progress toward black equality and justice with a few advancements in education and politics. Nevertheless, in American society, blacks would not achieve equality during the 19th century

The years which followed the Civil War and Reconstruction Era illustrate the long, hard journey African-Americans have endured. Small victories here and there came originally from legislatures and courts slow to react to changing times. Only when a key Supreme Court decision in the mid-1950s *(Brown vs. Board of Education, Topeka, Kansas)* and civil rights protests of the 1950s and 1960s, making justice and equality a national priority, would the old myths about black inferiority begin to be dispelled. Have they achieved true acceptance as equals in today's American society? That is a subject for debate. The fact remains that African-Americans traveling the road to freedom since 1619 have a painful legacy during which they were owned like cattle, subjected to the lash, did forced labor for no pay, and experienced the degrading ordeal of the auction block.

Schematic: Slave Auction (1854)


Cashier's Box
Auctioneers
Podium
Auction Block
Slave Pen (for early inspection)
(one at a time)
Stair
S
B
Manacled slaves brought in as a coffle
Buyers
(Standing and Bidding)

Suggestions

- Use risers to elevate slaves on the auction block.
- "Manacle" slaves with one long rope tied loosely around their ankles.
- Allow 5-10 minutes for slave pen inspection.
- Award each buyer with various amounts between $600 to $5,000 to spend during bidding.
- Alternate auctioneers.
- Use one to two buyers (or auctioneers) to bring in slaves.
- Start bids at $50 minimum.
- Stage the auction outside if you wish. Factually, warehouses were utilized.
- Make clear to everyone that this activator must be carried out with decorum and in good taste.

Characters needed

- Slaves (15-20)
- Buyers (10-12)
- Auctioneers (2-3)

AUCTIONEER PROFILE - 1

Dorsey

Kemp

Banks

Profile (two to three students)
You are an auctioneer, part of a small group from your class chosen to guide the proceedings from start to finish. For your role, take one of these names: **Capt. Cobb Dorsey**, or **Buford Kemp**, or **Ned Banks**. Divide the list of slaves to be auctioned, memorize their qualities, and use what you have learned about each to heighten the drama and excitement of each sale. Finally, be sure you **practice the rapid patter of an auctioneer**.

Suggestions on how to play an auctioneer

- Make sure the slaves are "manacled" or "chained" when they come in as a coffle (small group). Allow five minutes or so for buyers to inspect them. Insist on proper behavior and obedience from your slaves throughout the activity.
- Call slaves by their first (and only) names, or call them "boy," "wench," "woman," "breeder" (as in "this Nigra boy...," "this woman is a rattlin' good breeder..."). Make sure each slave has a nametag around his/her neck. *(Complete this task beforehand. You can do the nametags or have the slaves do their own.)*
- Remember that you work for a broker who wants top money for each slave. You will receive a nice commission for your success as an auctioneer.
- Start the auction with:
  "Ladies and gentlemen ... Step forward and look at today's merchandise–all young, likely Negroes. Discern the spirit in these fine specimens of black flesh. They're all fit as a fiddle! We here, who represent A. K. Dyer, brokers of slaves, guarantee it. But let's give you buyers a few minutes to examine up close this special array of darkies to work on your plantations."
- After five minutes of buyer scrutiny, say: "Well, have yo' had time to examine these choice specimens–all of them eager to find new homes and live in harmony with yo' and yo's?"
- Like a real auctioneer, use a rapid fire, staccato voice. Use a nimble tongue. Crack jokes and repeat familiar phrases. "Let's start our sale today with __________." (Name of slave with a few qualities to entice the buyers. Use the slave profile sheets for details on each "slave.") What do I hear for an opening bid?" (Pause to hear a bid.) "I heah fifty dollahs *(repeat)* fifty dollahs, fifty dollahs. I have a bid fo fifty dollahs! Do I heah one hundud dollahs?" Between bids continue to encourage higher bids by repeating the good qualities of each slave. To do this use the colorful phrases on pages 215-217 from Alex Haley's Dell paperback version of *Roots*—and other sources.

Acting Tip →

You have to physically project yourself out over the prospective buyers. Literally spray them with your energy and emotion.

AUCTIONEER PROFILE - 2

Acting Tip →

As you use phrases such as these, walk right up to the slave you're promoting and gesture dramatically so that you command the buyers' attention.

"Beautiful, black flesh"
"Bright as a monkey"
"Can be trained to do anything"
"Top choice"
"Prime specimen"
"Muscle bound"
"Fine young buck"
"A baby machine"
"Knows his place"
"She'll start a brood for you"
"Top dollar on resale"
"Rattlin' good breeder"
"Never been whipped"
"Plump and fertile"
"Loves people"
"Recently arrived from Major Ashton's plantation"
"Can learn a trade"
"Skin like ebony"
"His/her ancestors were African kings"

Frederic Bancroft, in his work *Slave Trading in the Old South,* has one auctioneer's patter sound like this:

"Gentlemen, I'm goin' to sell yo' this mornin' some ez likely niggers ez evah yo' seen put up. They ah sol' fo' no fault, an' ever' one of 'em is wanted. But wok 'em fo' yo'se'f. You all know good niggers." *(See signs of doubts.)* "Now gentlemen, aint yo' foun' em' ez I tol' yo'? Ah yo' radey t' begin?" *(Motions to first slave)* "Come heah, Boy! Gentlemen, I'm goin' tuh' give yo' a bahgin. Did yo' evah see a finer lot'n this heah boy? No, yo' nevah. He's only twelve yeah ol', an' I wahant him ez soon' ez a dollah. A likely nigger in ever' way. In fo' yeah mo' he'll be biggah'n me, an wo'th mo' an a thousand dollars on yoah plan-ta-tion in any mahket. He kin hoe co'n'er cott'n, drive, wait, er run errunds, er learn any trade. Now, what do I heah fo' 'im? He's intell'gent and reli'ble." *(Looking at a prospective buyer)* "Now, what'll yo' staht 'im at, sah? How much do yo' bid? See them hans? Now, who'll say five hundud?" *(Pointing to one bidder)* "Thank yo' sah. Now, Kyonel (Colonel), will yo' make it five-fifty?"

- Your goal is to get top dollar for each sale. Try to generate competition among the buyers. Exaggerate each slave's qualities if you need to. A popular motto auctioneers might have used: "A nigger is worth what he'll fetch."
- At the end of each sale, say: "Sold to ..." *(Buyer's name and farm or plantation)* "Next, we have ..."
- At the auction's end, thank everyone and announce a date for the next slave sale, or guide the buyers to a sale down the street which starts in one hour.

SLAVE INFORMATION SHEET

Profile (half or more of the class)

You are a specimen—a piece of human property to be bought and sold at the whim of another human being who owns you or wishes to own you. Fate has made your skin black and placed you in the South in the mid-19th century. Today's slave auction will typify the thousands of such events which occurred over the decades until the 1860s, when involuntary servitude was abolished in the United States. Your future after the sale is unclear. You can only hope you are bought by a civilized gentleman with a reasonable overseer. *Good luck!*

Acting Tip →

Note:

The quality of your role-playing is essential to this activator's success. Keep your "cool" and play your part as accurately as you can. If you do, everyone in your class will learn a great deal about this degrading part of American history.

Suggestions on how to play a slave

- Play the character given to you accurately and with some drama. Try your best to dress the part!
- Do what the prospective buyers want you to do. Allow yourself to be examined, patted, prodded, or poked. *(Your teacher will insure that any such touching is minor and inoffensive.)*
- If you are a male, you are probably seen as a buck, a field hand destined to toil in your master's fields until you die. Remember, however, to communicate to the buyers (the auctioneers will dramatize your positive qualities) any special skills you possess that may place you near the master's house, instead of in the fields. Some slaves were proud of getting high bids on themselves and would talk about the auction for years.
- If you can some way communicate that you are particularly intelligent or have special skills that could place you as a house slave, be sure you figure out how to do so. House slaves worked more closely with their owners than did field slaves. They often received preferential treatment and knew much more about the farm or plantation than did field slaves. Incidentally, house slaves often found a way to learn to read and write; they usually knew more geography than field slaves knew. Consequently, they were the slaves who had the best chance to get to the North when they ran away.
- If your role requires you to be frisky or to act hostile, including outbursts of harsh words or outright resistance, be prepared to receive verbal or physically abuse in return.
- Realize that you are going to be humiliated and degraded while you are examined and sold on the auction block today. (You'll have opportunities during the debriefing to share your feelings with others in class who were not "sold" on the auction block.
- Keep in mind that most slaves being sold went through examinations without protest and with apparent indifference. Rule No. 1 was obedience and submission at all times. Penalties could be harsh.

BUYER PROFILE

Profile (one-third of class)
You are slave owners looking to buy slaves to work your small farm or large plantation acreage. You need strong field hands, skilled house workers, and other Nigras who will be loyal, stay healthy, and be docile. For you buying slaves is a business transaction comparable to your buying grain, seed, a horse, or a plow. Make good choices. Think about strong and obedient workers (male) and good breeders (females) at reasonable prices.

You drew an IDENTITY AND ALLOTMENT slip of paper during the activator setup. It gave you an identity and a spending allotment. You cannot spend more than fate has given you to spend at this auction.

Acting Tip →

Come prepared. Try to dress for your part if you possibly can. Be sure you have written some details about your life on the back of your IDENTITY AND ALLOTMENT slip. You will have to show this slip when you go to pay for any slave you wish to purchase. The slip explains how many dollars you can bid during the auction and pay afterwards.

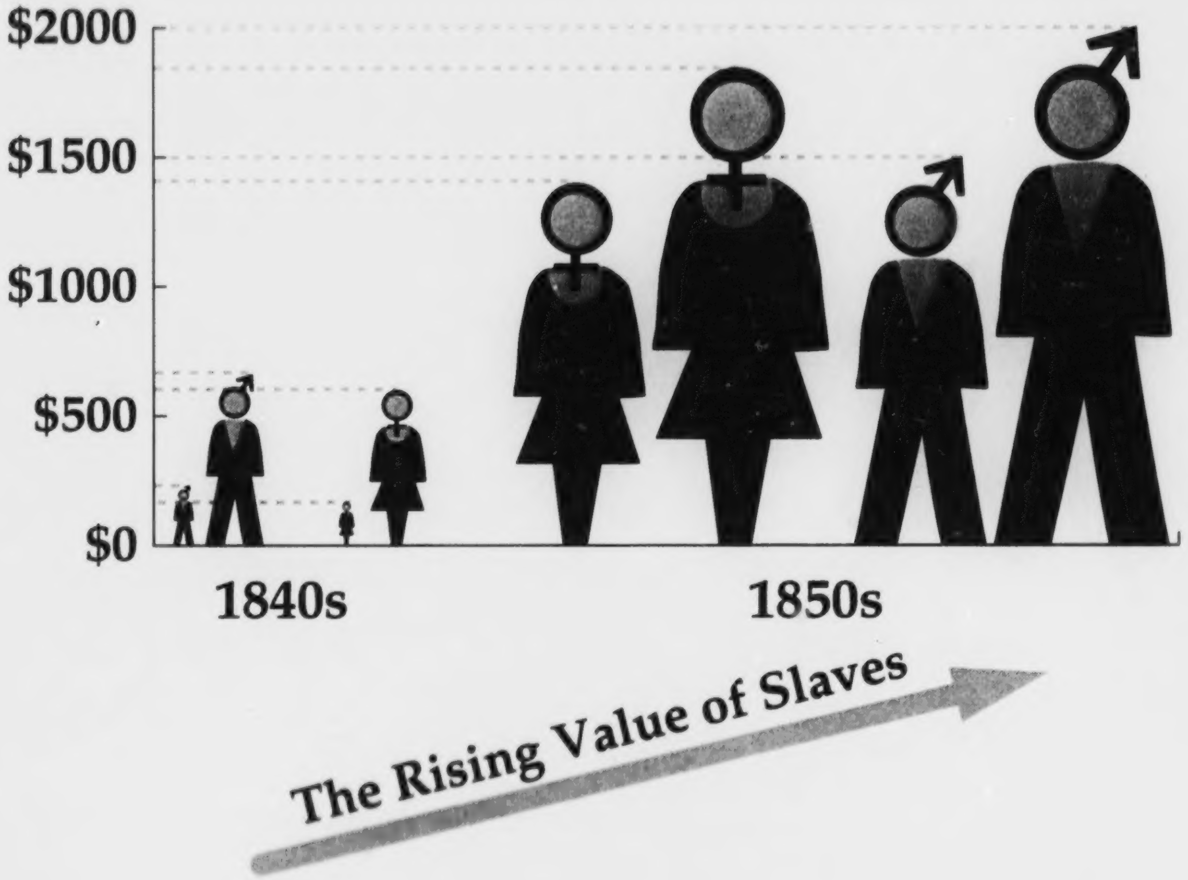
What to do as a buyer of slaves

- If there is a slave pen set up before the sale starts, use this opportunity to walk around and visually inspect slaves you might want to buy.
- Whenever you make an inspection before bidding, be sure to check the slave's armpits, chest, back, and buttocks. Arms and legs will give you an indication of muscular development. Examine the hair for lice; open the mouth and look at the teeth and gums; pull back the eyelids, and scrutinize the eyes. Have slaves cover one eye at a time for a vision test. Give slaves a hearing test.
- Focus on the slave's back for lash marks, welts, or nicks—sure signs of a rebellious nature and a potential runaway. Check out the knee area for quick reactions.
- Discern each female's ability to bear lots of Nigra children as well as her ability to work long hours in as a house slave or as a field worker.
- Call male slaves "Boy" and female slaves "Woman," "wench," or "Mammy."
- Pose several questions to the slaves. *Examples:* Are you strong? Ever been whipped? Can you tend to children? How old are you? What can you do? Why are you being sold? Anything wrong with you? *(Ask females:)* How many children have you borne before age 18?)
- To demonstrate their physical agility and spirit, make the slaves jump up and down on one foot and do other physical exercises. Expect them to obey you.
- Give yourself a title like colonel, major, captain, judge—or simply "master." Let everyone know who you are. *Examples:* Colonel Charleton Oglesby of Briarwood Plantation or John Witherspoon, small farmer from the hill country.
- After you buy a slave or two, go to the cashier's box, write a bank draft or roll out cash dollars, and take your slave(s) to a place where they can sit on the ground near you until the auction is over.

SLAVE SALE ECONOMICS

Current historical research indicates that the selling of slaves was usually profitable for those who called themselves professional slave traders. Even after paying auctioneers and employees to transport coffles of Negroes, a competent broker could often realize a healthy profit of more than $50,000 a year. Kenneth Stampp, in his classic work *The Peculiar Institution* (1963), writes about one trader who usually sold most of his merchandise for $200 to $300 more than what he paid, which at the time (1850) was a markup of 30%. These transactions netted him a profit of more than $100 on each slave he sold.

In general, healthy male slaves sold for between $250 and $650 in the 1840s. In the late 1850s, prices rose to $1,500 to $2,000. A female usually brought less on the auction block. Prices varied on slaves with special skills or talents. Children of slaves had even lesser value until they were near adulthood. Slave families, incidentally, were rarely sold as a unit; buyers saw little advantage in the action. Interestingly, slaves who were dressed in coats, jackets, clean shirts, woolen pants, shoes and socks, and even turbans sold for higher prices. It seems accurate to note that the more overdressed slaves were, the higher the bids went.



SLAVE PROFILES - 1

Caesar (M)

- Age 40
- Has musical ability (guitar)
- Has servant skills for 'big house'
- Joke/story telling skills

Nat (M)

- Age 6
- Son of Jack and Deliah

Fred (M)

- Age 52
- Kindly
- Good health for advanced age and years of toil
- Would make good house servant
- House painter

Ben (M)

- Age 45
- Rebellious nature with visible scars
- May growl at buyers in anger
- But has 'spirit'
- Strong; will make good field hand

Willis (M)

- Age 28
- Good with animals
- Has bad back
- Possible house servant
- Mechanical abilities

Jack (M)

- Age 27
- Intelligent, husband of Deliah and father of Nat
- Good with horses; coachman
- Wears goofy hats

Pompey (M)

- Age 24
- Very muscular and strong
- Sullen: never smiles or laughs
- Could be dangerous, but no history of striking back or escaping

Duke (M)

- Age 32
- Has leadership ability
- Cooperative, knows his place
- Can read letters
- Loyal
- Of good character

SLAVE PROFILES - 2

Josie (F)

- Age 12
- Child of Venus
- Lively
- Can do some difficult house work and cooking

Venus (F)

- Age 35
- Can cook for large numbers
- Mother of six children
- Jolly; cooperative
- Will do anything to keep young children with her

Deliah (F)

- Age 28
- Nervous disorder (but could be faking it)
- Sickly
- Married 3 times before 20
- Mother of Nat
- Wife of Jack

Sukey (F)

- Age 19
- Attractive mulatto (means genetically half white and half black)
- Frisky but hard worker
- Sewing skills
- Loyal, faithful

Delicia (F)

- Age 30
- Has sewing skills; ironer
- Good with children and pets
- Healthy

Ida (F)

- Age 24
- Skilled field hand—picking cotton, especially
- Hearing loss in both ears
- Religious - spiritual leader; emotional - high strung

Mingo (M)

- Age 42
- Handsome - attractive to ladies
- Carpentry skills
- Teachable
- Has industrious habits

Sally (F)

- Age 20
- Light skilled, flexible
- Sold at auction 4 times since age 3
- Appears feeble-minded at times and confused
- Pregnant

Duplicate and cut apart enough slips for about one-third of your class.

IDENTITY AND ALLOTMENT SLIPS

Identity

Small Farmer

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 600.00

Identity

Planter

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 1,900.00

Identity

Small Farmer

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 900.00

Identity

Planter

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 2,800.000

Identity

Small Farmer

Make up details about your life. Write these details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 1,000.00

Identity

Planter

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 3,500.00

Identity

Planter

Make up details about your life. Write your life details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 2,000.00

Identity

Planter

Make up details about your life. Write these details on the back of this slip. Describe the slave(s) you hope to purchase.

Allotment

$ 5,000.00

Duplicate, trim, and place copies of this sign in conspicuous places in your classroom **the day before** your slave auction begins.

Negroes for sale
at auction this day
at 10 o'clock.

LESSON PLAN - 1

Setup

1. **Duplication/transparencies** 1-Consider duplicating the BACKGROUND ESSAY and the POSTSCRIPT, although you may choose instead to make single sheet transparencies of each page to save duplication time and paper each year. 2-Consider making an overlay transparency of SLAVE SALES ECONOMICS on page 11. 3-Duplicate the following:
   - AUCTIONEER PROFILE (2-3 per class)
   - SLAVE INFORMATION SHEET (12-15 per class)
   - BUYER PROFILE (15-20 per class)
   - SLAVE PROFILES (Duplicate each page and cut up for individual "slaves.")
   - IDENTITY AND ALLOTMENT SLIPS (2-3 per class)
   - NEGROES FOR SALE sign on page 15. You may wish to put up several copies in your classroom just prior to the auction.

2. **Schematic, props, costumes** First, make the SCHEMATIC into a transparency. Next, study it carefully. Finally, find and bring into your classroom any props and costumes that will create the setting and the mood of a slave auction. Of course, ask students to help with any props and costumes they might find.

Teaching Tip →

Your students can help you find bits and pieces of slave attire, whips, ropes, etc. to enhance the drama and realism of this activator.

3. **Roles**
   a. In this activator it will be clear after students are selected that they need to be in some sort of costume. Some little prop or costume (slaves are barefooted) will differentiate buyers from slaves. Allow a day or two for students to think about and locate costumes and prop pieces.
   b. Here are the roles you will need: two to three auctioneers, 15-20 slaves (about half the class), 10-12 buyers, one or two of whom will help bring in slaves. (You must make several small slips of paper comparable in size to the IDENTITY AND ALLOTMENT slips. Upon each of these slave slips print the word **SLAVE**.)
   c. Assign all roles by chance unless you have two to three students who have a talent for rapid auctioneer patter. Decide, too, on whether to put African-American students on the auction block. If you have only a few, make them buyers. Otherwise, have your entire class randomly select an IDENTITY AND ALLOTMENT slip or a SLAVE slip from a hat or small box. Do this a day or two before the activator.
   d. Give members in each group their appropriate handout. Don't forget the auctioneers.

Teaching Tip →

There are only 16 slave profiles. If you need more, have "slaves" create more.

Teaching Tip →

Above all, do not let anyone use the "N" word.

e. **Note:** Regardless of the ethnicity of your class and your community, caution everyone about using the word "Nigger" and other equally demeaning words and phrases. Stress how you wish to find a middle ground where the slave sale is realistic (inferring that Negroes in 1854 were considered inferior in the South) while everyone works to maintain a situation in which no African-American is personally humiliated and degraded. *Realize that this will be no simple task.*

4. **Narrator(s)** Unlike some other activators in this series, there is no narrator in this activator. The auctioneers' role and your direction as "a guide on the side" must give chronology and order to the proceedings as the action takes place.

Teaching Tip →

***Flourishes:** Have your friendly custodian and/or drama teacher helping you set up risers for the auction in your classroom—or for added drama— outside on your campus?*

Actual lesson plan

1. Hand out the BACKGROUND ESSAY either the day before this class or pass it out now. (Use the set of transparencies if you have chosen this plan.) If you have given it as homework, conduct an informal discussion of the main points brought out in the essay–especially if your students think slavery kind of "sneaked up" on America. If you are illuminating the transparencies or passing out class sets of the essay now, read the essay aloud to the students as they read with you. Pause to explain the main points. (This choice, of course, is determined by the ability level and age of your students.)
2. Put the SCHEMATIC transparency on the overhead projector, explain it, assign roles, and then have students rearrange the classroom to create the setting.
3. Have all students move or prepare to move to their positions. This means the coffle of slaves is in a "Slave Pen" and the auctioneers are ready to begin their spiel.
4. You have at least two different ways to conduct the activator:

Teaching Tip →

You could play a Negro spiritual or "Dixie" on a tape player as they do this.

Option A

- Assign all roles by chance, except if you have a small number of African-Americans. (See #3c on page 16.)
- Tell students to get into costumes and place themselves in the room according to the SCHEMATIC.
- You, as teacher, play the auctioneer and slowly direct your students' movements, actions, and reactions. Explain and elaborate as you go through the AUCTIONEERS PROFILE sheet. Improvise as needed and answer students' questions as they arise.

Teaching Tip

***Motivational option for either Option A or B:** Toss confetti on the floor and select two or three students to pick up the pieces and place them in small envelopes. Have one or two other students oversee their work (their "picking cotton"). Explain that one former slave Solomon Northrup recalled that the daily quota was around 200 pounds a day. This statistic will amaze your students!*

Option B

- A few days in advance of using this activator, assign roles as described in 3b-c on page 16.
- Using the SCHEMATIC, explain what will happen. Then rehearse for several minutes.
- When everyone is ready, allow the auctioneers to begin the activator and proceed until the last slave is sold. A banging of the gavel and announcing of the auction's termination should formally end the activity. Note the **T**eaching **T**ips in the left margins throughout the lesson plan pages.
- If possible, plan to record the whole proceedings on videotape. This tape will give you an excellent vehicle to use during the debriefing.

Slave
Auction
1996

Debriefing

Decide whether you wish to use a *shorter* or *longer* debriefing. Here are possible ways to make meaningful to your students what happened during this activator.

Teaching Tip

Consider using the SLAVE SALE ECONOMICS transparency with either debriefing.

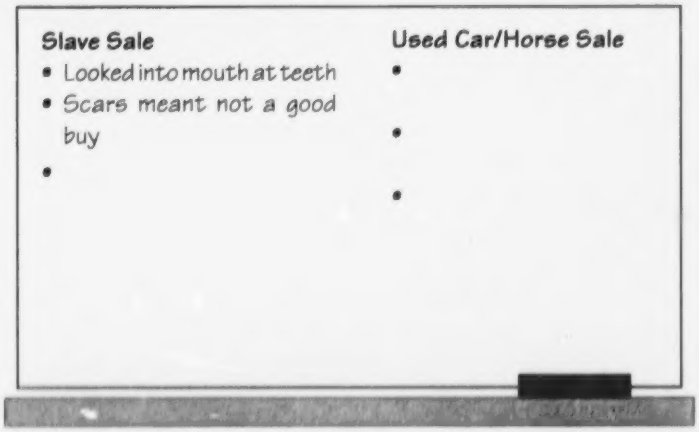
Shorter debriefing

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before continuing.
2. Ask students to discuss what they learned and what they felt as they played their roles as auctioneers, slaves, or buyers.
3. Consider having students write a Learning Log entry following the debriefing. Writing these logs will help students crystallize their understandings of the historical content as well as their feelings while playing roles of those involved in one of U.S. history's most degrading spectacles–a slave auction.

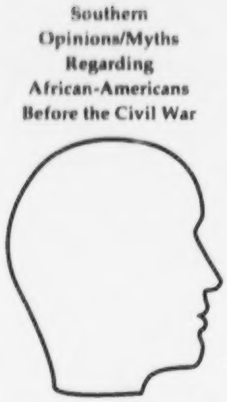
Longer debriefing

Use one or more of the following debriefing activities:

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.
2. Discuss with students what it felt like to be 1) a slave being sold like a used car or horse; 2) an auctioneer justifying his existence by selling human flesh; 3) a buyer paying cash for human beings and actually owning them much like a horse.
3. Have students draw a large outline of a person's head. Then, inside, write all the opinions/myths that Southerners held about African-Americans before the Civil War. Base these opinions and myths on what you can deduce after taking part in or observing a slave auction. Conduct a discussion on what students wrote.
4. In the 1980s, Japanese-Americans demanded and received financial reparations from the U.S. government as amends for the unconstitutional imprisonment of some 110,000 Japanese-Americans during World War II. Ask students: *Do you think this action was justified? Are the American people sometimes responsible for righting past wrongs? Could a similar case be made for the inhumane treatment blacks were subjected to before and after the Civil War? What about those white Americans who fought during the Civil War to free the slaves–do their descendants deserve payment? What about American colonials "enslaved" by King George III and British taxes prior to 1776? Do Native-Americans deserve their land back?*
5. Make a transparency of SLAVE SALE ECONOMICS and review most of its contents. What would a "slave" cost today relative to goods and services?
6. Consider what you learned from this activator by writing down all the rights and liberties in the Bill of Rights and other amendments that were violated during a slave auction.
7. Using a ledger format write on your blackboard/whiteboard all the similarities between a slave sale and a used car or horse sale.



Slave Sale	Used Car/Horse Sale
• Looked into mouth at teeth	•
• Scars meant not a good buy	•
•	•


Southern Opinions/Myths Regarding African-Americans Before the Civil War

#3: Students write opinions/myths inside a head outline such as the above.

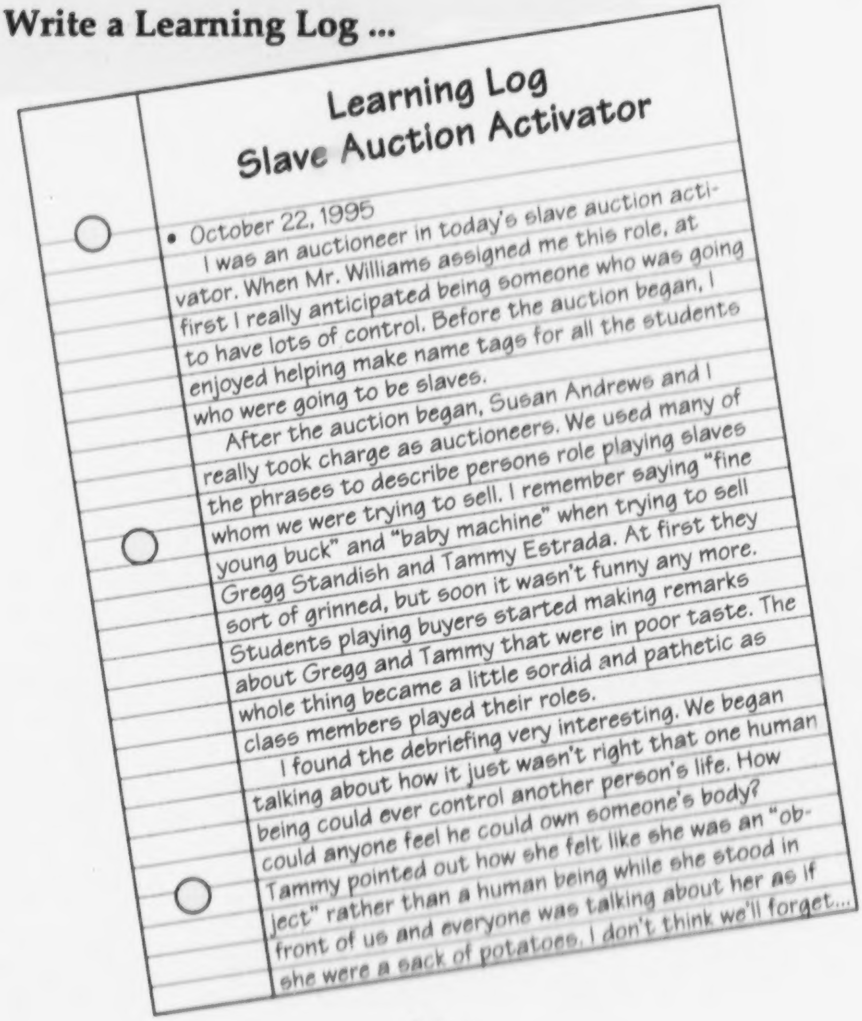
Teaching Tip

Encourage your students to do this activity seriously. Humor is likely inappropriate.

8. If you were a former slave who experienced toiling on a small farm or plantation, being sold two or three times on an auction block, being separated from your spouse and children permanently, and then escaping along the underground railroad to freedom, what title and subtitle would you give your autobiography?
9. Show students a video portion from the highly rated and successful TV mini-series *Roots.* One appropriate segment early in the series illustrates the brutality and degradation of a slave auction.
10. Discuss with students: Are there any segments of our population today that are "enslaved" in any way? Examples: women in the workplace, women within the home, Mexicans in the Southwest, students, and? *Hmmmmmm?*

Finally: Whether you're doing the short or the long debriefing, have all your students write a Learning Log entry about their slave auction experiences. They'll likely want to share what they have written.

Write a Learning Log ...



Learning Log
Slave Auction Activator

• October 22, 1995

I was an auctioneer in today's slave auction activator. When Mr. Williams assigned me this role, at first I really anticipated being someone who was going to have lots of control. Before the auction began, I enjoyed helping make name tags for all the students who were going to be slaves.

After the auction began, Susan Andrews and I really took charge as auctioneers. We used many of the phrases to describe persons role playing slaves whom we were trying to sell. I remember saying "fine young buck" and "baby machine" when trying to sell Gregg Standish and Tammy Estrada. At first they sort of grinned, but soon it wasn't funny any more. Students playing buyers started making remarks about Gregg and Tammy that were in poor taste. The whole thing became a little sordid and pathetic as class members played their roles.

I found the debriefing very interesting. We began talking about how it just wasn't right that one human being could ever control another person's life. How could anyone feel he could own someone's body? Tammy pointed out how she felt like she was an "object" rather than a human being while she stood in front of us and everyone was talking about her as if she were a sack of potatoes. I don't think we'll forget....

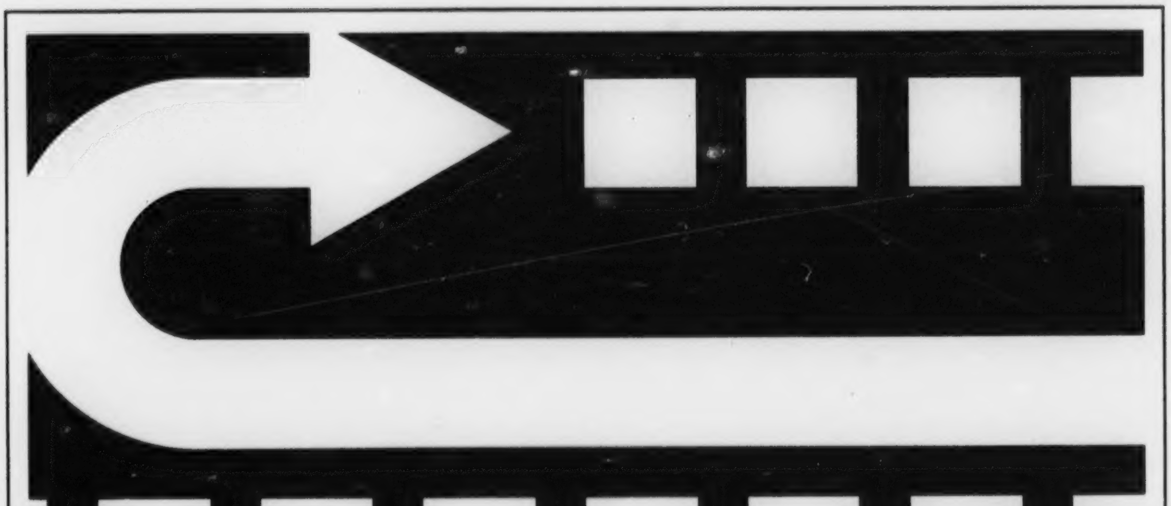
Teaching Tip →

This student's Learning Log assuredly shows the power of a vicarious experience to impact a young mind. Expect your students to also be dramatically affected by what happens during your SLAVE AUCTION.

INTERACT
LEARNING THROUGH INVOLVEMENT

CATTLE DRIVE: 1870s

An early American history activator



INTERACT
LEARNING THROUGH INVOLVEMENT

CATTLE DRIVE

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California. As a point of interest, Bill considers this activator's research and writing a true labor of love.

The author wishes to thank Fountain Valley High colleague Dave Tuttle for providing a breakthrough idea that helped in writing this activator.

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Interaction Publishers, Inc.
DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-207-7

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CATTLE DRIVE: 1870s

BACKGROUND ESSAY

Place: near San Antonio, Texas, and on the trail toward Abilene, Kansas
Time: Spring, the 1870s

"... unlike the romantic myths perpetuated **in our novels and films...**"

This activator will place you and your classmates on a western cattle drive from Texas to Kansas. You will be cowboys first forming a cattle company, then rounding up the animals into a herd, and finally, driving your livestock about 700 miles to the railhead in Kansas. There, you will sell your cattle to buyers who will transport the cows to eastern slaughterhouses. As cowboys, you will learn why these romantic and legendary frontiersmen have had such a grip on our imagination. Further, you will, as you simulate the cowboy's unique skills, understand the realities of a dirty, thankless, and difficult job, unlike the romantic myths perpetuated in our novels and movies.

For your information

Later on, you'll probably get a hankerin' to read and write some cowboy poetry. ***Yee-hah!***

Beef to Market

'Twas the end of the nineteenth century
when the cowboy era peak'd,
an' a motley clan of horseback men
perfected a technique,
of handlin' and movin' cattle
a type raised primarily for meat,
thus insurin' a hungry nation
there'd always be plenty to eat.

The words above raise two points relevant to this activator. One, the poem mentions the economic and nutritional importance of the cattle industry and its employees to America (supplying beef to the populous Eastern cities). Two, it illustrates the current popularity of the cowboy poetry genre. This poem and thousands like it harken back to the 1865-1890 era when the frontier was coming to an end. These years saw the economic development of the Great Plains grasslands and the evolution of several hundred individuals called cowboys. These men, who spent years raising cattle on vast ranches and then driving them to market, left a colorful legacy.

"1865-1890
... when the frontier was coming to an end ..."

BACKGROUND ESSAY - 2

Tejas

Texas

Texas origins The animal which became the center of this industry, the bovine, came to the Americas from Spain. Eventually, New Spain became Mexico and the vast herds of longhorn cattle that came from the original herd settled in the province called Tejas, or Texas. Restless Americans emigrated to Texas, fought Mexico for independence, and then joined the Union in 1845. After the Civil War, a few entrepreneurs saw the opportunity to earn huge profits if they could supply an abundant amount of beef to a hungry-for-meat population east of the Mississippi River. After all, four-legged creatures out numbered their two-legged masters 9-1 in Texas.

Abilene

Kansas

Joseph McCoy One such visionary was Joseph McCoy, who effectively brought together the Texas herds of longhorn cattle, the long drive to Kansas, and the railroads to ship the animals to Chicago for slaughter. Although there were earlier visionaries and earlier cattle drives in the West (e.g., California to Oregon, and over the Oregon Trail), McCoy actually conceived the idea of a rendezvous point where animals could be driven to the railroad out on the Kansas plains. His choice to be the first cow town was Abilene, along the Kansas-Pacific railroad.

> “… the 700 miles to market …”

Roundup time Now with an ingenious plan and a profit-incentive, Texans began efforts to gather together personnel to drive the longhorns the 700 miles to market: a trail boss, a cook, and several cowpunchers (*cowboys*, *cowhands*, and *waddies* are words used synonymously). Before the journey over a trail charted by Jesse Chisholm could begin, the cattle had to be rounded up, branded, and readied for the trip north. As colorful as the long drive it preceded, the roundup took place each spring and fall when cowboys located the “maverick” animals that had wandered, identified them, and then branded the newborn calves with a hot iron. These brands, universally used in Texas and later on the Wyoming and Montana ranches where the industry eventually settled, were highly distinctive and served to recover stolen cattle. Skilled cowboys rode swift and maneuverable cow ponies to “cut out” animals needing branding from the rest of the herd. Once branded, cattle had a permanent scar to mark their ownership.

- **lariat**
- **corral**
- **vaquero**
- **buckaroo**
- **stampede**
- **mustangs**
- **broncos**
- **chaps**
- **remuda**

Mexican flavor During the roundups and on the drives themselves, especially the ones originating from Texas, the new industry distinctively blended American and Spanish-Mexican cultures. Examples of the blend abound in the unique lingo used by cowboys. A rope, used to lasso cattle and horses, was a *lariat*. A cowpen was a *corral*. The Mexican word for cowboy, *vaquero*, became *buckaroo*. A runaway herd was a *stampede* (from *estampida*). Cowboys rode horses called *mustangs* or *broncos*, both of Spanish origin. Most cowboys wore *chaps* (from *chaparreras*) for protection against thorny bushes. A *remuda* of horses awaited as replacements for tired cow ponies.

For your information

Of the hundreds of cowboys who gloried in the name, if not the actual job, one-third or more were Hispanic and African American. Lists of company personnel are peppered with names such as Mexican Joe Herrera and Nat Love, reflecting the diversity of this unique fraternity.

“... at his side ...”

The cowboy The hardy individuals called cowboys who moved cattle over trails to railheads for $30 a month were mostly young men. (Anyone over 30 was an “old man.”) For some reason the hard, dirty, and frequently dangerous job the cowboys did has evolved into a romantic myth. Nothing could be further from the truth. Long hours on horseback under a blazing sun attending one of nature's dumbest creatures was no picnic. Even a cowboy's outfit, romanticized in countless movies and TV shows, was more practical than fashionable. Just about every stitch had a purpose. The wrangler's most prized possession, beyond his cow pony, was a wide-brimmed hat. It was used as a sun shade, a drinking cup for man and beast, and a fan to fan a campfire. His boots, so imitated today, provided needed traction while roping cattle and protected ankles against snake bites. A six-shooter, usually unused and perhaps rusty, was at his side just in case it was needed to turn a stampeding herd, to kill a rattlesnake or two, or, on really rare occasions, to thwart rustlers and Indians. Each article of clothing, even a simple large bandanna had its function—to protect the face against dust and to mop away sweat. Despite his practical appearance, and the fact that he ate a monotonous diet of beans, biscuits, bacon, and coffee, the cowboy exuded a romantic image that has remained intact. In the end, he was whatever else we think, a mover of cows and a man who rarely complained in any situation, no matter how difficult.

● *Point*

On the trail Romantic costume aside, the cowboy's real job remained what it was, moving cattle. Each day was filled with long hours and dust, to say little of numbing routine and often sudden temperature changes. The major trails north out of Texas took about two months to traverse. A trail boss supervised the herd (average size—2,500) and the 12-15 men who rode along. The drive's cook (“cookie”), a most valuable employee if he had the skill to make a boring cuisine tasty, rode ahead in a chuck wagon, stopping an hour or so early to prepare meals. Certain cowboys rode *drag*—the position behind the herd where they kept cattle from straying—and continually breathed dust and manure; they were young greenhorns, usually teenagers, who had no trail experience or influence. By contrast, certain honored cowpokes rode *point* at the front of the heard; they were experienced, dependable riders who ate no dust and acted as scouts watching for trouble and deciding exactly where to lead the herd.

For your information

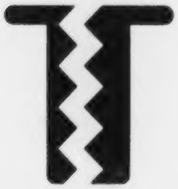
An arresting visual sight on a cattle drive was the emergence of one of the “cows” that aggressively walked out ahead of the herd on the first day. This animal then guided the rest of the herd north for the entire journey. One such memorable creature was Old Blue, who spearheaded several drives over the years.

● *Drag*

Problems As ordinary and unenviable as life on the trail usually was, the job of punching and moving cattle was beset with problems and dangers. Swollen, deep rivers—especially the Red River—complicated the task of fording thousands of cows across the water often filled with deadly water moccasin snakes. Torrential rainstorms with clapping thunder could stampede a herd and set a pattern of “spooking” the animals throughout the trip. Sometimes a mere clang of the cook's pans would set them off. Cattle rustlers and defiant farmers or Indians often demanded a per-head toll across their lands, thus increasing the difficulties of a journey already fraught with physical dangers and other vexations. Traversing the baked land of the Llano Estacado (along the Goodnight-Loving trail to Colorado) could also result in a reduction of the herd. All these obstacles had to be overcome before arriving at the Kansas railhead, where, in eventual business transactions, the price per head might fluctuate enough to generate less profit for the investors.

Point 'em north What you have read above is the way it was for a decade or two when men drove cattle to railroad towns to sell beef on the hoof. Now it is time for you and your classmates to simulate some phases of cowboy life. So put on your boots, hop up onto the "hurricane deck" of your cow pony, and get ready to create a cattle company with its unique brand, take an authentic cowboy name, roundup a mixed herd, and move 'em north along the old Chisholm Trail. Buyers await to pay cash money for the beeves you have driven to market. ***"Get along, little doggies, yee-hah!"***

the Jagged T brand



For your information

A "mixed herd" consisted of bulls, cows, and cattle or steers (castrated bulls).

Resources to Consult

Non-fiction

- Dary, David. *Cowboy Culture: A Saga of Five Centuries.* New York: Avon Books, 1981. A superior work!
- Davis, William C. *The American Frontier: Pioneers, Settlers, and Cowboys, 1800-1899.* London: Salamander books, 1992.
- Forbis, William. *The Cowboys.* (the Old West series). New York: Time-Life Books, 1977.
- Mason, Bernard S. *Roping.* New York: A. S. Barnes and Company, 1940.
- Stern, Jane and Michael Stern. *Way Out West.* New York: Harper Collins, 1993. Advertised as "a book for the cowboy and cowgirl in all of us," it is a fascinating compendium of cowboy nostalgia: food, costumes, memorabilia, and long-gone roadside attractions relevant to the cowboy's impact on us.
- Ward, Don. *Cowboys and Cattle Country.* New York: American Heritage Publishing Co., Inc. 1961.

Fiction

Novels about cowboys abound and have since the Ned Buntline dime novels in the 1865-1890 era. Recommended for student reading are the works of Zane Gray and Louis L'Amour, Jack Schafer's *Monte Walsh,* and the author's favorite all-time novel, Larry McMurtry's *Lonesome Dove,* an absolutely stunning work about a cattle drive from Texas to Montana.

Visual history

- **Feature films**: Like the subject of cowboy literature, movies and TV mini-series have been plentiful. Of the hundreds on film, these are recommended: *Lonesome Dove* (the 1989 CBS six-hour mini-series); *Red River* (John Wayne and Montgomery Clift in the 1948 John Ford classic); *The Longhorns* (starring Dennis Weaver as trail boss R. J. Poteet in a two-hour episode of James Michener's *Centennial* mini-series shown originally on NBC in 1978); *Cowboy* (a well-made 1958 movie with Glenn Ford and Jack Lemmon); *The Cowboys* (John Wayne leading a pack of young cowboys on a drive); and the author's favorite cowboy flick, *Monte Walsh,* a 1971 movie starring Lee Marvin and Jack Palance, about the last years of the cowboy's heyday. A more recent cattle drive comedy is Billy Crystal's *City Slickers* (1992).

In James Michener's novel/mini-series **Centennial**, *the Dennis Weaver characterization of* ***R. J. Poteet*** *and the accompanying story line are both marvelous. Your students would really enjoy seeing this episode.*

- **Documentaries:** In the mid 1990s the Disney Channel has frequently shown "Texas Cowboys and the Trail Drives" narrated by Kris Kristofferson; it parallels the subjects in this activator. If you have only a little time to show a video segment on the cowboys, locate and show *The Real West*, a project XX series originally broadcast in 1960 and narrated by Gary Cooper. The segment on the cattlemen is well done and brief (c. 10-12 minutes).

POSTSCRIPT - 1

Sheriff
Marshal

With the herds sold, money in their pockets, and temporarily out of a job until the following spring, cowboys bathed, shaved, got haircuts, and rode into one of those notorious cow towns to let loose and enjoy the pleasures not experienced for months—alcohol spirits, poker, and women. One cattle drive terminus, Abilene, had as many saloons (The Alamo, The Long Branch) as reputable businesses. Another attraction, the brothels or "sporting houses," showcased "soiled doves" with names like Hambone Jane and Squirrel Tooth Alice. The pent-up energy of the cowboys and the alcohol often led to fights and even lethal gun play. To police these cow towns, men like Tom Smith, James Butler "Wild Bill" Hickock, Bat Masterson, and Wyatt Earp all wore badges as peace officers. In doing so they, too, became a part of frontier history. Yet, after weeks of "painting the town," cowboys soon ran low of cash (they usually earned only $30 a month on the trail) and slowly headed south to Texas to prepare for another drive next year.

FYI

For your information

All told, between 1867 and 1887, a total of 5.5 million head of cattle were trailed north from Texas and eventually slaughtered for table beef.

This was the pattern for many cowboys until the railroad stretched farther onto the Plains and reached Colorado, Wyoming, and Montana in the late 1870s and 1880s. From that time on, the cattle industry settled in the Northern Plains, raising not longhorns but a mixed breed of European Herefords and short-horned cows, specifically bred for better tasting, more tender beef. Ranch life for cowboys on the Northern Plains required the same skills of rounding up cattle, branding them and then driving the herds to railhead towns. Now living as more or less permanent employees in bunkhouses, cowboys worked on large ranches perhaps owned by foreign-born cowmen and spent time year around with tasks ranging from repairing fences to rounding up stray cattle.

> "
> ...
> conflicts
> with an
> **increasing**
> number of
> farmers
> ...
> "

These same years were characterized by conflicts with an increasing number of farmers who used barbed wire, a new invention for fencing which effectively ended the open-range era of the stockmen. Competition for land from sheep ranchers also shortened the life-span of the cattle industry. Despite the seemingly perfect matchup of natural grasslands and cattle, other problems compounded the cattlemen's situation. One in particular was the vagaries of the weather, which in 1886-1887 dealt the industry a crushing blow. Winter blizzards destroyed, in some cases, nearly 70% of the livestock. By the next spring cattle carcasses were so numerous, stream beds and creeks were dammed up. This catastrophe brought a swift end to the cowboy's heyday.

Nevertheless, the legend of the cowboy, this western knight on horseback, lived on, at first, through the pulp exaggerations of dime novels written by eastern dudes who realized substantial profits from

> “ … never … never … never … ”

stories about the disappearing frontier's favorite character. At the same time Buffalo Bill's Wild West shows promoted the heroics of the cowboy. Then Hollywood picked up on the attractive myths in the early 20th century and produced films and cowboy stars to match the legend. Bronco Billy Anderson, William S. Hart, and Tom Mix were the first of many film cowboys who, please note, never moved cattle on a long, dry, dusty drive, never mended barbed wire fences, never rounded up stray cattle in weather 30 degrees below zero!

Gene Autry and Roy Rogers continued the tradition of inaccurate versions of the real cowboy's life. They even sang in their movies. During the 1930s and 1940s, and even into the 1950s TV featured this romanticized cowboy myth. Eventually, Hollywood responded with some memorable, if not totally authentic, films of cowboys on a cattle drive (1948's *Red River,* for example). But most cinematic attempts continued to glorify the cowboys, showing them doing things they never really did on a long drive in the 1870s. Even the popular rodeo cowboy seen all over the Rocky Mountain west and on sports cable networks in the summer tries to imitate the bronco-busting, bull-dogging skills of the genuine 1870 article.

Cattle raising on large ranches never stopped, of course. To this day, cowboys still brand and herd cattle. Most, however, rely on pick-up trucks and other technology to sustain a modern ranch. Throughout the years, America generally stayed a beef-and-potato-eating population. By the late 20th century, however, concerns about a high-fat diet and cholesterol's correlation to heart disease made many Americans severely restrict their intake of beef, despite the proliferation of fast-food hamburger restaurants such as McDonalds, Burger King, and Wendy's. Furthermore, a trend toward poultry consumption and vegetarianism has made the prospects of a continuing beef monopoly into the 21st century seem unlikely. While the American diet has changed, however, America's and the world's fascination with the mythical American cowboy rolls on in novels and films.

> **“… America's and the world's fascination with the mythical American cowboy rolls on … ”**

COWBOY NAMES

It is estimated that three to four out of 10 cowboys were Hispanic and African-American. Most of the names below are real.

• Mexican

Pedro Baca
Gabriel Vallejo
Pico Perez
Nacho Gomez
Juan Pardo
Alonso Chavez
Estévan Torrejon
Pablo de la Guerra
Manuel Lopez
Roberto Guzman
Felipé Padilla
Marco Diaz
José Solano
Mexican Joe Herrera
Juan Cortina

• African-American

George Jones
Jim Perry
Bronco Jim
One-Horse Charley
Ben Hodges
Russ Jones
Albert Welhouse
Bill Pickett
Joe Tasby
Thornt Biggs
Newt Clendenen
Bob Leavitt
Wash Adams
George Glenn
Emmanuel Jones
Nat Love

• Anglo

Lasso Bill Sears
J.D. Reed
Murdo MacKenzie
Al Wise
Mifflin Kennedy
John Chisum
Oliver Loving
Kit Carter
John Fitch
Teddy Abbott
Uncle Dick Wootton
Jack Davis
Monte Walsh
John Sparks
Ed Eaton
Seth Mabry
Abel "Shanghai" Pierce
Bill Keyes
Charlie Ferris
Perry Owens
Ike Pryor
J.C. Henry
Old Sid Bowen
Tim Hersey
Dutch Van Horn
Butch McCoy
Bronco Jim Cassidy
Rufus McCaleb
J.A. Mars
Bud Miller
W.D. Gaton
J.L. Grissom
Roy Griffin
Baylis Fletcher
George Arnett
Tom Fisk

What great names!

PABLO DE LA GUERRA
EMMANUEL JONES
ABEL "SHANGHAI" PIERCE

SCHEMATIC - 1

Cattle Company Register and Profit Sheet

Company Name: ______________________

Company Brand

☐

Company Personnel

Position	Real Name	Cowboy Name
Trail Boss (Point Rider)		
Swing Riders		
Flank Riders		
Drag Riders		

Ⓐ # of cattle after round-up (paper balls) ☐

*(Historical Adjustment) X 30 *

Total # cattle starting drive ☐

Ⓑ Purchase price... (per head from Texas rancher) X $4.00

☐

(Circle your year.)

First on Trial	**1871**
Second	**1872**
Third	**1873**
Fourth	**1874**
Fifth	**1875**
Sixth	**1876**
Seventh	**1877**

Ⓒ ☐ # of cattle at end of drive (paper balls)

X 30

☐

Ⓓ – minus Indian toll (head of cattle given up to cross lands)

☐

Ⓔ X $ ____ price per head paid for cattle by Kansas buyer for your year

$

Ⓕ – ____ minus per head cost in Texas

☐

Ⓖ – $400.00 minus supplies, food, etc.

☐

Ⓗ – $1200.00 minus salaries

$ **PROFIT**

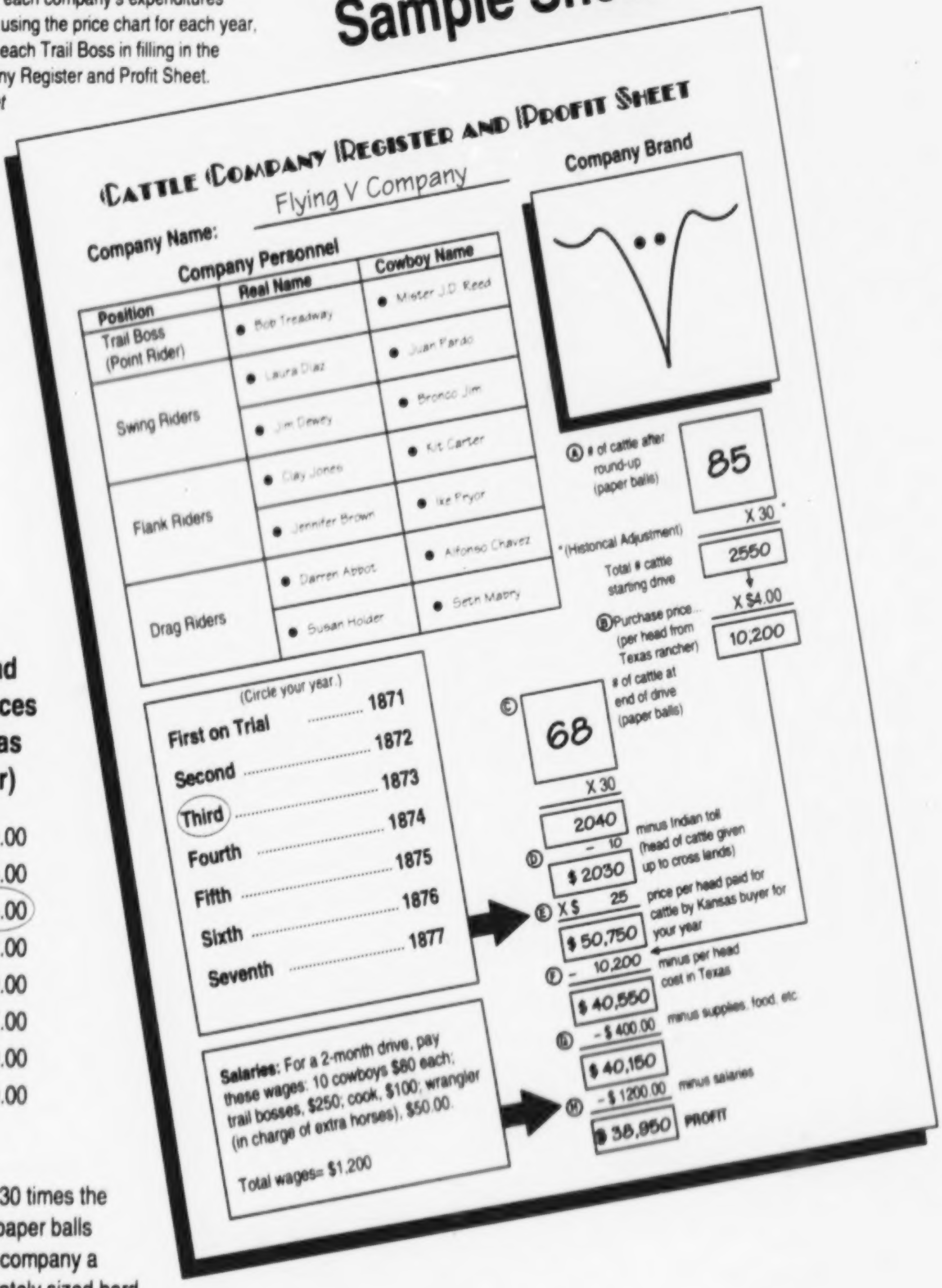
SALARIES: For a 2-month drive, pay these wages: 10 cowboys $80 each; trail bosses, $250; cook, $100; wrangler (in charge of extra horses), $50.00.

Total wages= $1,200

CATTLE BUYER IN ABILENE/ELLSWORTH, KANSAS

INSTRUCTIONS: Your job is to buy the cattle driven up the Chisholm trail during the 1870s. Help compute each company's expenditures and profits by using the price chart for each year, and by aiding each Trail Boss in filling in the Cattle Company Register and Profit Sheet. ***Note:*** *Don't let a trail boss know the price list until the time comes when the trail boss is ready to sell.*

Sample Sheet



CATTLE COMPANY REGISTER AND PROFIT SHEET

Company Name: Flying V Company

Company Brand

Company Personnel

Position	Real Name	Cowboy Name
Trail Boss (Point Rider)	● Bob Treadway	● Mister J.D. Reed
Swing Riders	● Laura Diaz	● Juan Pardo
	● Jim Dewey	● Bronco Jim
Flank Riders	● Clay Jones	● Kit Carter
	● Jennifer Brown	● Ike Pryor
Drag Riders	● Darren Abbot	● Alfonso Chavez
	● Susan Holder	● Seth Mabry

(Circle your year.)

First on Trial 1871
Second 1872
[✓ **Third**] 1873
Fourth 1874
Fifth 1875
Sixth 1876
Seventh 1877

Salaries: For a 2-month drive, pay these wages: 10 cowboys $80 each; trail bosses, $250; cook, $100; wrangler (in charge of extra horses), $50.00.

Total wages= $1,200

Ⓐ # of cattle after round-up (paper balls) 85
X 30 *
*(Historical Adjustment)
Total # cattle starting drive 2550
X $4.00
Ⓑ Purchase price... (per head from Texas rancher) 10,200
Ⓒ # of cattle at end of drive (paper balls) 68
X 30
2040
Ⓓ – 10 minus Indian toll (head of cattle given up to cross lands)
$ 2030
Ⓔ X $ 25 price per head paid for cattle by Kansas buyer for your year
$ 50,750
Ⓕ – 10,200 minus per head cost in Texas
$ 40,550
Ⓖ – $ 400.00 minus supplies, food, etc
$ 40,150
Ⓗ – $ 1200.00 minus salaries
$ 38,950 PROFIT

Per Head Cattle Prices in Kansas (by year)

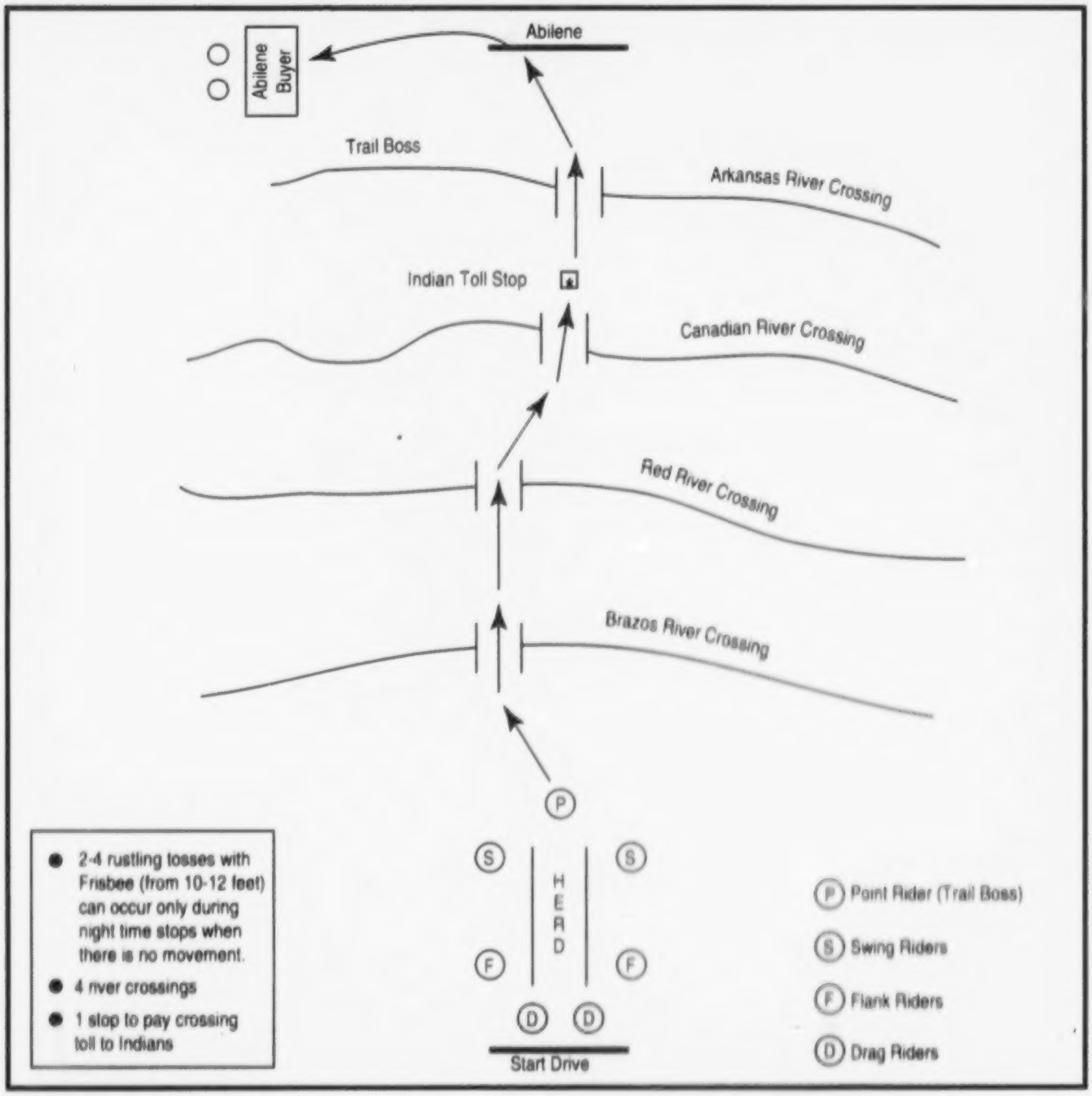
1871 - $40.00
1872 - $35.00
[✓ 1873 - $25.00]
1874 - $32.00
1875 - $30.00
1876 - $37.00
1877 - $39.00
1878 - $40.00

* Multiplying 30 times the number of paper balls gives each company a more accurately sized herd. (Average sized herd = 2,500)

Schematic: Cattle Drive (1870)

Phase I: If possible, find a space outside the classroom and draw a 36" in diameter circle for each cattle company to perform its reund-up. Cowboys toss paper balls until one company has 100 inside the circle.

Phase II: Find an area large enough to accommodate the activator (30-50 yards … about 1/3 or 1/2 a football field).


Abilene
Abilene Buyer
Trail Boss
Arkansas River Crossing
Indian Toll Stop
Canadian River Crossing
Red River Crossing
Brazos River Crossing
P
S
S
HERD
F
F
D
D
Start Drive
P Point Rider (Trail Boss)
S Swing Riders
F Flank Riders
D Drag Riders

- 2-4 rustling tosses with Frisbee (from 10-12 feet) can occur only during night time stops when there is no movement.
- 4 river crossings
- 1 stop to pay crossing toll to Indians

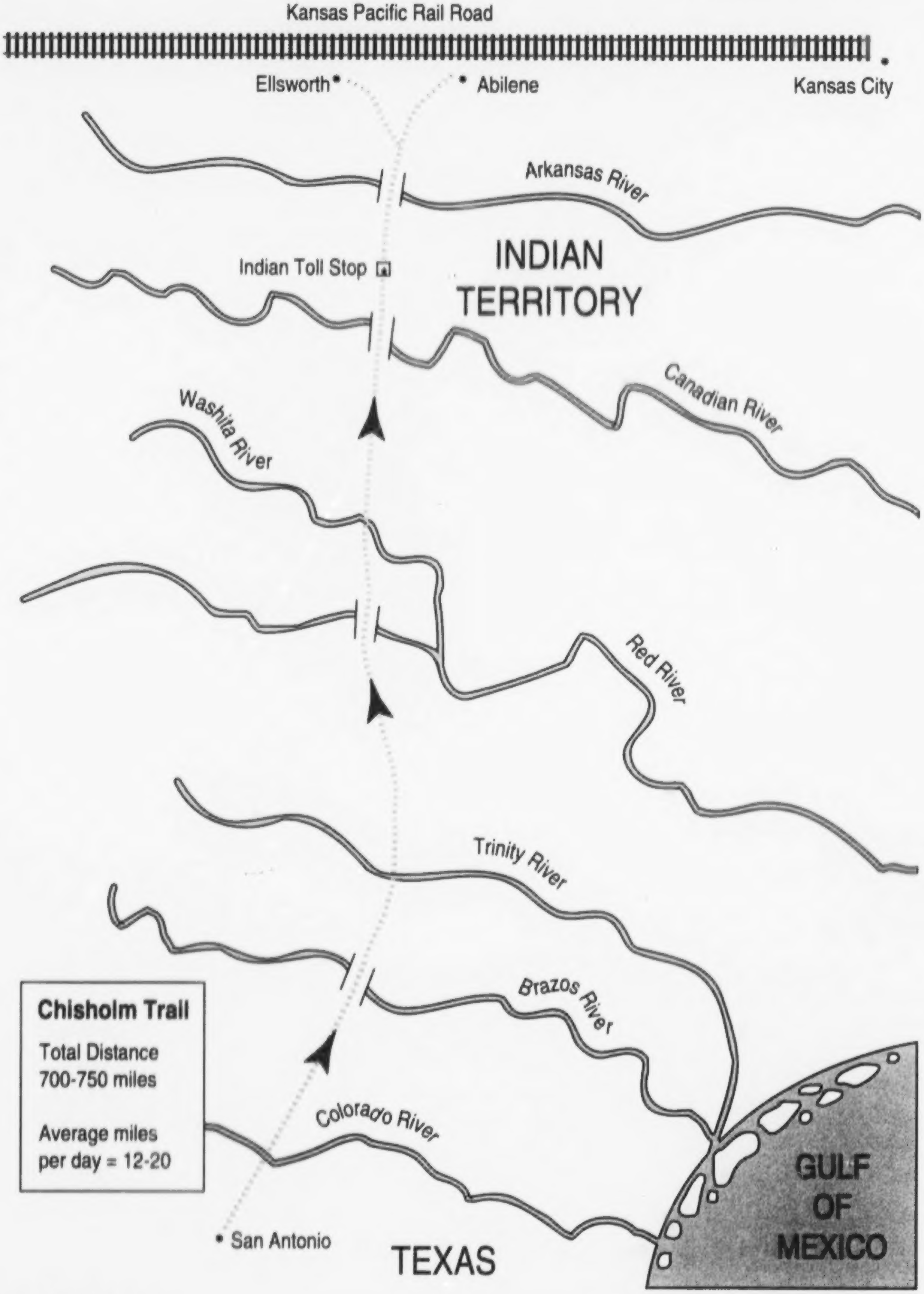
Suggestions

- Utilize a space long enough to accommodate a 5-7 minute cattle drive.
- Other companies walk along sides of the trail, with rustlers among them hiding their Frisbees.
- The river crossings require all cattle to "ford" through 2-4 bricks 6" apart.

Characters needed:

- In each group: Trail Boss, Swing riders (2), Flank riders (2), Drag riders (2)
- Abilene cattle buyer
- 2-4 rustlers (with Frisbees)

SCHEMATIC - 4


Kansas Pacific Rail Road
Ellsworth
Abilene
Kansas City
Arkansas River
INDIAN TERRITORY
Indian Toll Stop
Canadian River
Washita River
Red River
Trinity River
Brazos River
Chisholm Trail
Total Distance 700-750 miles
Average miles per day = 12-20
Colorado River
San Antonio
TEXAS
GULF OF MEXICO

RULES OF THE TRAIL (SHORT LIST) - 1

1. The activator's purpose is for you as a cattle company employee to move/drive cattle over a trail from Texas to a Kansas cow town.

2. During the roundup phase, you will roundup cattle (toss paper balls into a circle) and then brand them with your company's distinctive brand.

3. A card draw will determine the order (and thus what year in the 1870s) your company will head north to Abilene.

4. As a cowboy, you will be told at what position (point, swing, flank, or drag) you will be placed for the drive. All paper balls are then placed on a starting line.

5. Once a "gun shot" is fired, your company begins its drive. Your company is to push the cattle (paper balls) with brooms in a fashion simulating the movement of cattle up the Chisholm Trail in the 1870s-1880s. While cowboys riding drag sweep the balls forward, the swing, flank, and point riders keep strays from being pushed/swept too far away from the rest of the herd. ***Note:*** *While speed is not the most important factor (maximum time on the trail is eight minutes), all cowboys must work in tandem with brooms to keep the herd cohesive and orderly on the trail.*

6. To accurately simulate a cattle drive to Kansas, three different kinds of incidents will happen:
   - **Rustling** involves 2-4 Frisbee tosses by rival companies from 10-12 feet away as your "cattle" are bedded down. If any "cattle" are caught underneath the Frisbee (completely covered), they are considered "rustled" and are taken out of the herd before the drive resumes.
   - **Crossing four rivers** Companies on the Chisholm Trail actually had to cross seven major rivers. *(See SCHEMATIC-4 map.)* In this activator, you sweep "steers" through a narrow 6" opening between bricks or 2 x 4 pieces (moved most easily with a whisk/hand broom) to simulate fording a river at its shallowest point. Any "cattle" pushed/swept *outside* the 6" parameters are considered drowned and are taken out of the herd.
   - **Crossing Chickasaw Indian land** At some point during each drive, cowboys and cattle will be stopped for one minute to negotiate a fair price/toll to cross these lands safely. Only the trail boss may discuss and decide the revenue charge. A fair toll is 3-8 head of cattle from the total (before multiplying x 30) or a $.05 to $.10 charge per head.
   - **Reaching Abilene** The trail boss will work with the cattle buyer to determine how many head survived (and thus will be sold) and what the price will be per head. Finally, the trail boss will compute final profits after salaries are paid out.

For your information

Because the cow Old Blue *led herds north during cattle drives, each company will have a blue-colored paper ball at the head of its herd—including each time the herd "fords" a river crossing.*

"Once a 'gun shot' is fired ..."

For your information

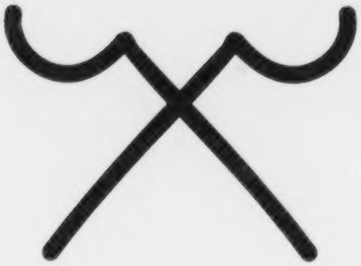
Your teacher may choose a rough or a smooth trail on which you will move your herd. In either case, it will not be easy. You'll see why.

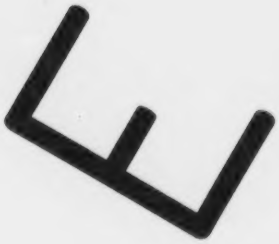
Are you ready to

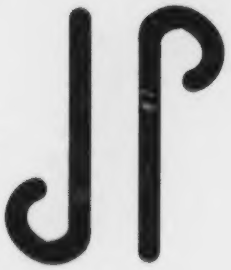
saddle up and ride the Chisholm Trail

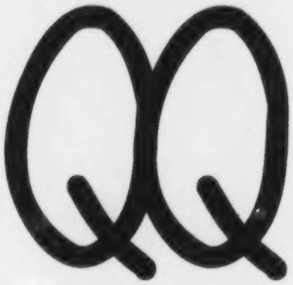
?

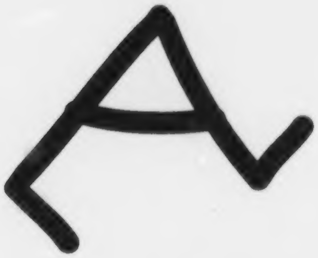
SAMPLE BRANDS SHEET

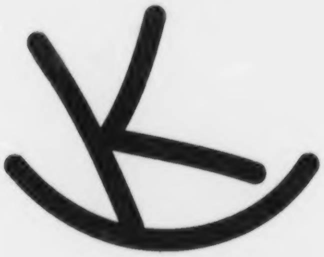

Flying X

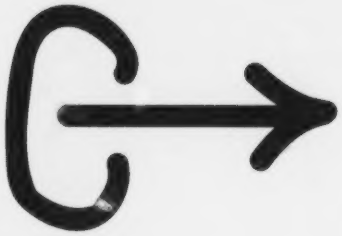

Tumbling E

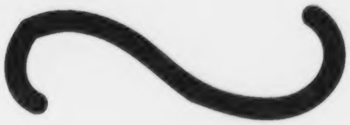

J Up J Down

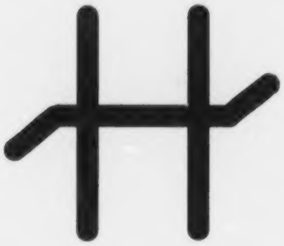

Double Q

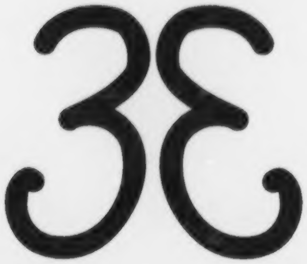

Walking A

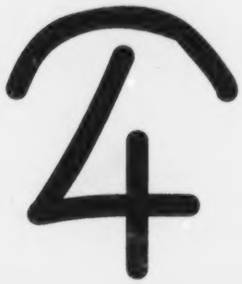

Rocking K

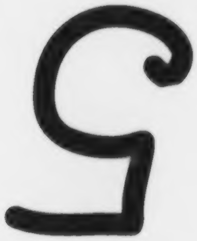

C Arrow


Lazy S


Broken H


Three To Three


Swinging 4


Crazy 5

Setup

Teaching **T**ip →

Names are important to your students. Therefore, they will enjoy selecting their cowboy names. These names will really add to the activator's overall success.

1. **Duplication**
   a. Consider duplicating a class set of both the BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages to use on an overhead projector at the appropriate time).
   b. Duplicate enough copies of COWBOY NAMES (possibly 2-3 per group plus a couple of copies to post on the wall prior to the activator's beginning). Students seeing these names can then adopt a new identity for the activator and the Learning Log they will write after the debriefing.
   c. Make transparencies of the four SCHEMATICS to use at appropriate times during the activator.
   d. Duplicate one copy for each cattle company of the these pages: the RULES OF THE TRAIL (SHORT LIST); the BRANDS SAMPLES sheet; and SCHEMATICS 1-2.
   e. Duplicate one copy for each group of the CATTLE COMPANY REGISTER AND PROFIT SHEET.
   f. Duplicate one copy of the SCHEMATIC-2 ("Cattle Byer") for the student who is selected for this role.

2. **SCHEMATICS, props, costumes, transparencies, push brooms, paper for "cattle"** First, make the SCHEMATICS into transparencies. Be sure you have studied them carefully and grasp a mental picture of the activator's four phases. Second, find and bring into your classroom any props or costume pieces that will help create the setting of a Texas ranch and a dusty cattle trail to Kansas. (Perhaps students could help by bringing in cowboy hats, boots, vests, branding irons, etc.) Third, see your school custodian and ask for 6-7 push brooms to move cattle up the Chisholm Trail. *(See Teaching Tip at left.)* Finally, gather paper (old newspapers?) due for recycling that your students can tear and squeeze into balls for "cattle" that will travel the Chisholm Trail.

Teaching **T**ip →

Pilot testing the drive phase of this activator revealed that using regular and hand-held whisk brooms worked better than the larger push brooms. If you decide to follow this recommendation, seek help from students so that several will bring brooms (6-7) to school for your cattle drive.

3. **Roles**
   a. You might consider a gender and ethnic balance in each cattle company since there was some diversity on each cattle drive in the 1870s and 1880s. Possibility: Make brown-eyed students the Anglo cowboys; blue-eyed students, Hispanic; and green/hazel eyed students, African-American cowboys. They all should take authentic names from the COWBOY NAMES lists.
   b. Once students are divided up into cattle companies (5-6 groups of 6-7 students each), have each group select one trail boss, two swing riders, two flank riders, and two "young men" as drag riders. (Of course, if you have a small class, you will have only one student for each role.) Stress to your companies that their trail

boss should be a John Wayne type (male or female) with the most leadership qualities. The students riding drag should be the youngest in each company. (Groups should check birthdates to be fair.)

c. If you have African-American or Hispanic students in class, have them proudly take names in those ethnic categories.

Teaching Tip →

Select drag riders, the youngest riders on the trail, by checking birth dates of all company personnel.

4. **Option A or Option B?** Most teachers will likely choose Option A—having several cattle companies drive cows over the trail to Kansas. Yet, you may wish to select Option B—one large cattle drive involving all students at the same time. In this option all the cattle companies will pool all their rounded-up cows with different distinctive brands and sweep them all up the trail. Option B could be a massive undertaking, with 20 or so brooms sweeping away. In this option you could assign some students—not on the drive—to be rustlers. A few more could be buyers in Abilene.

5. **Option C** Finally, consider a third option. Have some literary students utilize data from the handouts to write a narration for one select cattle company of 6-7 to go up the trail. The remainder of the class could be sideline spectators, rustlers, Chickasaw Indians, and Abilene cattle buyers.

6. **Narrator(s)** In this particular activator there is no narrator. The phases involve the group in active learning with your guidance.

Teaching Tip →

A possible Option D: *Implement Option A, B, or C suggestions—but with one change. Have different cattle companies stage their particular drives on separate days (one drive per day) over a 6-7 day period—while you are in the midst of a unit on* ***The Last West: 1865-1890****.*

Actual lesson plan

1. Hand out the BACKGROUND ESSAY either the day before this class as homework or pass it out now. If you have given it as homework, conduct an informal discussion of the main points brought out in the essay. If you are passing it out now, read the essay aloud to the students as they read with you, pausing to explain the main points. You may wish to use transparencies of each page to project as you read. Your choice should reflect your assessment of students' age/ability.

2. Put the SCHEMATIC-1 on an overhead projector, explain it, and then divide the class into cattle company groups of 6-7 each. Cattle companies next select their trail bosses, who will then fill the other needed roles of cowboys riding swing, flank, and drag on the drive. Move furniture to accommodate groups in Phase 1.

3. When the cowboys are in their groups ready for **Phase 1: Organization**, pass out to each company a BRANDS SAMPLES sheet and a SCHEMATIC-1 (CATTLE COMPANY REGISTER AND PROFIT SHEET.) Have each company spend some time choosing a com-

pany name and an appropriately clever brand. Stress that they have been given a SAMPLES BRANDS SHEET only so that they have samples to examine. Encourage each company to be unique and to come up with its own brand reflecting the company name. Point out that the brand should be difficult for rustlers to alter. (One technique rustlers loved was superimposing another brand on top of the original brand.)

4. Pass out the COWBOY NAMES sheet and have students adopt new identities.

Teaching Tip →

Possible pep talk before the cattle drive begins: *"On this drive we move cows. We don't gamble, we don't swear, and we don't use our guns unless it's absolutely necessary.* ***Leave your pistols in holsters.*** *All right, men, let's move 'em north to Abilene.* ***Yee-hah!"***

5. Once all companies have named their business, devised a clever brand, and listed their real and cowboy identities on their SCHEMATIC-1 REGISTER AND PROFIT SHEET, rearrange the room for **Phase 2: The Roundup**. In this phase students roll up pieces of old newspaper (cut appropriately 10" x 10") or used notebook paper in fairly tight balls. Then from 6-8 feet they toss the paper balls into a circle about 3 feet wide until they have at least 80 separate balls within the circle. (They may have fellow cowboys in their companies remove the "cows"—the paper balls—periodically from the circle to make room for additional ones.) To facilitate the roundup, either impose a time limit of 10 minutes or end the roundup when one company has tossed 100 paper balls inside the circle. The remaining companies, not as efficient in "lassoing" cows, will start their long drives in Phase 3 with less than 100 cows (if 82 "cows," multiply x 30 = 2,460 cattle in their herd). After completing the roundup, have trail bosses write in the number of cows rounded up (x 30) in the space on their REGISTER AND PROFIT SHEET. Once this has been done, you and the eager cowpunchers are ready for **Phase 3: The Long Drive**.

Teaching Tip →

Roundup: *During first pilot testing, 6-7 circles were chalked with 3 foot diameters. On a second testing a 36 inch hula-hoop was used. Both techniques work well. The roundup took 3-4 minutes for companies to "corral and brand" 100 head of "cattle" and then to gather them into a box or basket.*

6. Before beginning Phase 3's long drive, make sure you have found and secured a hallway, corridor or dusty athletic field **(best)** along which the "cattle" of the 5 or 6 groups will be moved/swept the distance of the drive. Seventy-five to 85 feet will likely be long enough to require 5-7 minutes for each drive which includes seven river crossings, two rustling incidents, and one toll payoff to Indians.

Teaching Tip →

The rough asphalt and linoleum hallway used in pilot testing resulted in stray "cattle" going everywhere, requiring cowboys to work hard.

7. Another pre-drive task for you is to have the trail bosses draw a numbered slip of paper to determine their order to start up the Chisholm Trail. (Put sequentially numbered slips equal to the number of cattle companies going on the trail. Tell your class the first company to arrive in Abilene may or may not get the highest price per head in Abilene).

Teaching Tip →

A cowboy-style card draw by each of the 5-6 trail bosses could determine herd order on the trail.

You can take cattle from cowboys who violate rules.

8. Hand out to each company a RULES OF THE TRAIL (SHORT LIST) sheet. The trail boss should read it aloud to company cowboys to insure their understanding.

9. Also tell students that ***"the object of this activator is for each cattle company to move/push/sweep its herd the entire distance within the time limit, while losing the fewest 'cattle' along the trail."***

10. Go over the most important of the RULES OF THE TRAIL (SHORT LIST) handout just before the first company is sent off with the firing of a cap pistol (or the slamming of a book on a table top) and the **"Yeee-hah!"** shouts of all students—and you—at once.

11. Appoint two students from other companies to be the rustlers who will throw Frisbees from 10-12 feet along the sides of the trail and one or two others to be Native-Americans (Chickasaw) demanding a toll fee for trespassing through Indian lands.

Teaching Tip

While CATTLE DRIVE was being pilot tested, students went a distance of 75-85 feet in 5-7 minutes with four river crossings, two rustling incidents during "night-time" stops, and one Indian toll request. ***Note:*** *Color and use one blue rolled up paper ball, which must go through the 6" opening at each river crossing.*

12. Let the first cattle company assume positions of point man (trail boss), swing, flank, and drag—with their brooms in hand. Now fire the pistol or slam the book on a desk to start the first drive. Walk along the trail and watch for infractions in order to assess cattle losses. Make sure they adhere to the rules set down on RULES OF THE TRAIL (SHORT LIST) sheet.

13. When the first company finishes, return the brooms to the next company whose members are panting to start while the first cattle company negotiates a price with the cattle buyer in Abilene.

14. Continue the process until all cattle companies have driven the trail, assessed losses, and sold their steers in Abilene.

15. Return to the classroom for debriefing.

Debriefing

Decide whether you wish to use a short or longer debriefing. Here are possible ways to make meaningful what happened before, during, and after a Texas to Kansas cattle drive in the 1870s.

Shorter Debriefing

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraphs before going on.

2. Ask students to discuss what they learned and what they felt as they played out the different phases of a cattle drive.

3. Consider having students write a Learning Log entry following the short debriefing. (See sample on final page.)

Longer Debriefing

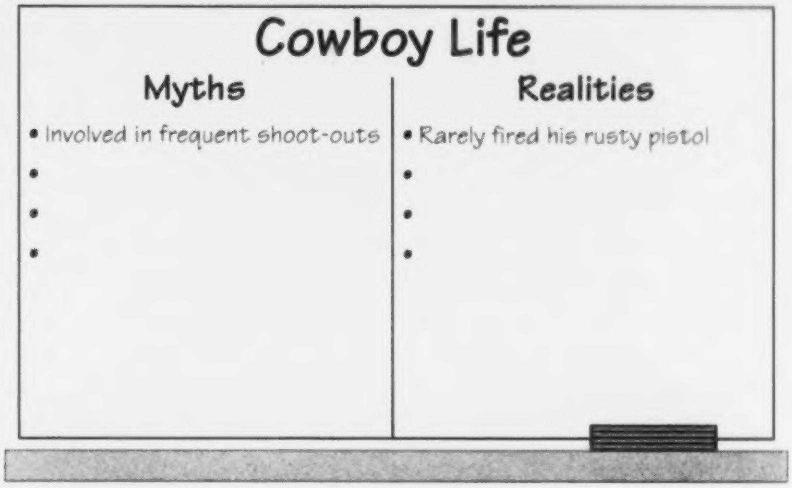
Use one or more of the following debriefing activities:

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.
2. Have students individually create a two-column ledger and fill it in with the myths and realities of a cowboy's life. They can share ideas within their debriefing groups. To get them started, make a format model on your blackboard or whiteboard.

Teaching Tip

Following reading of the POSTSCRIPT, ask students this question: ***"What does cowboy food tell you about these men?***

- *S.O.B. Stew*
- *Red Bean Pie*
- *Sourdough Biscuits*
- *Vinegar Cobbler*
- *Coffee*
- *Coffee*
- *Coffee*



Cowboy Life

Myths	Realities
• Involved in frequent shoot-outs	• Rarely fired his rusty pistol
•	•
•	•
•	•

3. Bring in some country and western song which might reflect the life-style and/or values of a cowboy. *Example:* Willie Nelson, several years back, recorded "Mammas Don't Let Your Babies Grow Up To Be Cowboys." Then have some talented students compose and perform a cowboy song.
4. Make some transparencies or slides from paintings by Frederic Remington and Charles Russell. Help your students analyze the art in terms of how accurately they portray real cowboy life during the late 19th century.
5. Make slides or transparencies from an article by Lee McKeen called "The Cowhand" *American Heritage*, Vol XIV, No. 6 (October 1963), pages 16-31. The terrific photos were taken by Erwin E. Smith at the turn of the century. Compare the photos with the works of Remington and Russell.

Teaching Tip

An intriguing activity to use during a longer debriefing would be showing video tape interviews on the trail of one or more of your "cowboys"... (or a "cow")

- *after branding;*
- *after a river crossing;*
- *after a stampede; and*
- *while the herd was being moved up a ramp onto a St. Louis or Chicago cattle train.*

Cowboy
Interviews
1996

LESSON PLAN - 6

6. Show the 90-minute TV movie "The Longhorns," a segment of James Michener's *Centennial* shown on NBC-TV in 1978. Starring Dennis Weaver as trail boss, R. J. Poteet, this outstanding film dramatizes what could happen on the Goodnight-Loving trail in this era. NBC-TV's the *Real West*, narrated by Gary Cooper is a shorter film option; it has 10-12 minutes on the cowboys and cattle drives. For other suggestions, see the Visual History section following the BACKGROUND ESSAY.

Teaching Tip →

To begin this debriefing, read again the poem on page 1. The Scholastic Voice *magazine mentioned in #7 also has poems by "cowgirls." Consider having students write their own cowboy/cowgirl poetry on one day and share it on the next day.*

7. As alluded to in the BACKGROUND ESSAY, cowboy poetry has become an important genre, especially since the mid 1980s when poets of the purple sage met in Elko, Nevada, to test their verses on fellow cowhands. Each year since their first meeting, these poets and their work have gained more recognition and status. *People, Life, Newsweek, The New York Times, The Tonight Show, Good Morning America*, and PBS have all carried stories about cowboy poetry. Cowboy poets such as Colen Sweeten, Wallace McRae, Baxter Black, and Waddie Mitchell have become celebrities. After you've located a book or two on the subject, have students select some favorites and dramatically read them. Recommended: The entire issue of *Scholastic Voice*, Vol. 75, No. 4 (October 19, 1990); Baxter Black's *Coyote Cowboy Poetry* (1986); Wallace McRae's *Cowboy Curmudgeon and other Poems* (1992).

Teaching Tip →

You may wish to write a chart such as this on your whiteboard before the debriefing.

8. Cowboy lingo widely used on cattle drives and ranches for decades has found its way into our language. Challenge students to come up with approximate translations:

Word/phrase	**Translation**
• Ace in the hole	•
• Keep an eye peeled	•
• G-string	•
• Low-down heel	•
• Horsing around	•
• Trot that by again	•
• Small fry	•
• Lone wolf	•
• Haywire	•
• That's a cinch	•
• Irons in the fire	•
• Pass the buck	•
• Whing Ding	•
• Shindig	•

Less Common	**Translation**
• Pecos strawberries	• Beans
• Overland trout	• Fried bacon
• Belly cheater	• A cook on the trail
• Prairie coal	• Dried buffalo/cattle manure used as wood
• Bug juice	• Hard liquor
• Pearl diver	• Dish washer

9. Movie cowboy Gene Autry wrote his ***Cowboy Code*** in 1951 for youth of this activator author's generation. Have students comment on each code element and why the early 1950s, in particular, had celebrities support a "Sunday school morality." Also discuss what real cowboys of the 1870s might have thought about Mr. Autry's code:
   - A cowboy never takes unfair advantage, even of an enemy.
   - A cowboy never betrays a trust.
   - A cowboy always tells the truth.
   - A cowboy is kind to small children, to old folks, and to animals.
   - A cowboy is free from racial and religious prejudice.
   - A cowboy is always helpful, and when anyone's in trouble, he lends a hand.
   - A cowboy is a good worker.
   - A cowboy is clean about his person, and in thought, word, and deed.
   - A cowboy respects womanhood, his parents, and the laws of his country.
   - A cowboy is a patriot.

Gene Autry's
Cowboy Code
1951

Teaching Tip →

You may wish to write this on your whiteboard before the debriefing.

10. To really complete your cowboys' education, why not teach them how to rope. See Mason's book on roping—page 4.

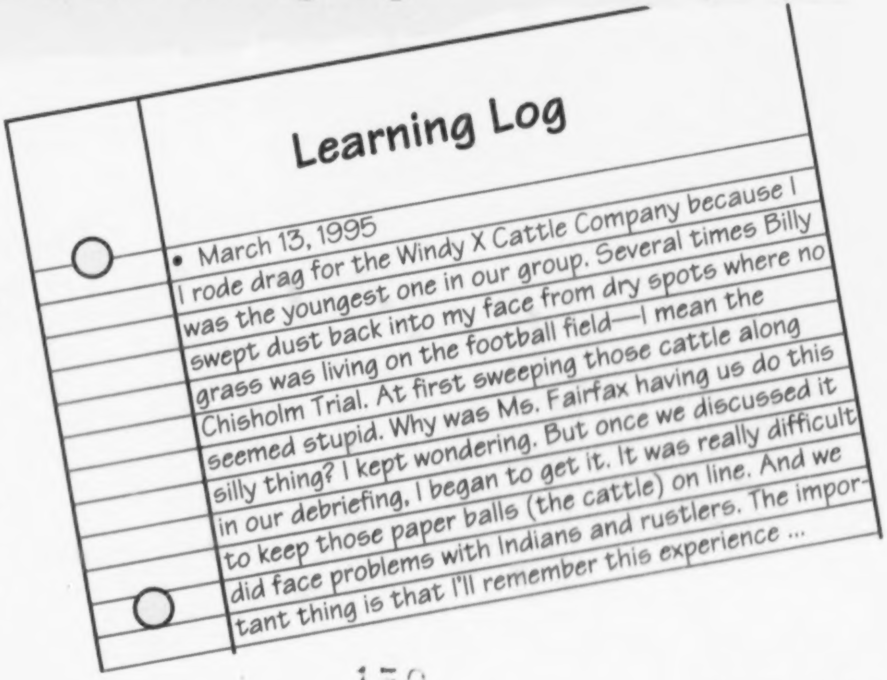
11. Consider having students write a Learning Log entry following the debriefing's various activities.

Write a Learning Log ...

Teaching Tip →

Note how the student was helped with writing the Learning Log by the debriefing discussion.

*Students will usually write more concrete details if they have reflected upon ideas and experiences they have discussed with their peers—**before** they pick up their pens to write.*



Learning Log

- March 13, 1995

I rode drag for the Windy X Cattle Company because I was the youngest one in our group. Several times Billy swept dust back into my face from dry spots where no grass was living on the football field—I mean the Chisholm Trial. At first sweeping those cattle along seemed stupid. Why was Ms. Fairfax having us do this silly thing? I kept wondering. But once we discussed it in our debriefing, I began to get it. It was really difficult to keep those paper balls (the cattle) on line. And we did face problems with Indians and rustlers. The important thing is that I'll remember this experience ...

INTERACT
LEARNING THROUGH INVOLVEMENT

ROUGH RIDER INTERVIEWS: 1898

An early American history activator

INTERACT
LEARNING THROUGH INVOLVEMENT

ROUGH RIDER INTERVIEWS

An early American history activator

BILL LACEY, who wrote all our 21 AMERICAN HISTORY ACTIVATORS, has been writing for Interact since 1974. He is our most prolific social studies author. Several of his personal favorites include GREEKS, VIKINGS, SKINS, FIFTIES, THE TRIAL OF LOUIS XVI, and several units in the GREAT AMERICAN CONFRONTATIONS and GREAT AMERICAN LIVES series. Just prior to writing the activators, he co-authored CIVIL WAR. For nearly 30 years Bill has taught American History to all levels of students in Fountain Valley High School in Fountain Valley, California.

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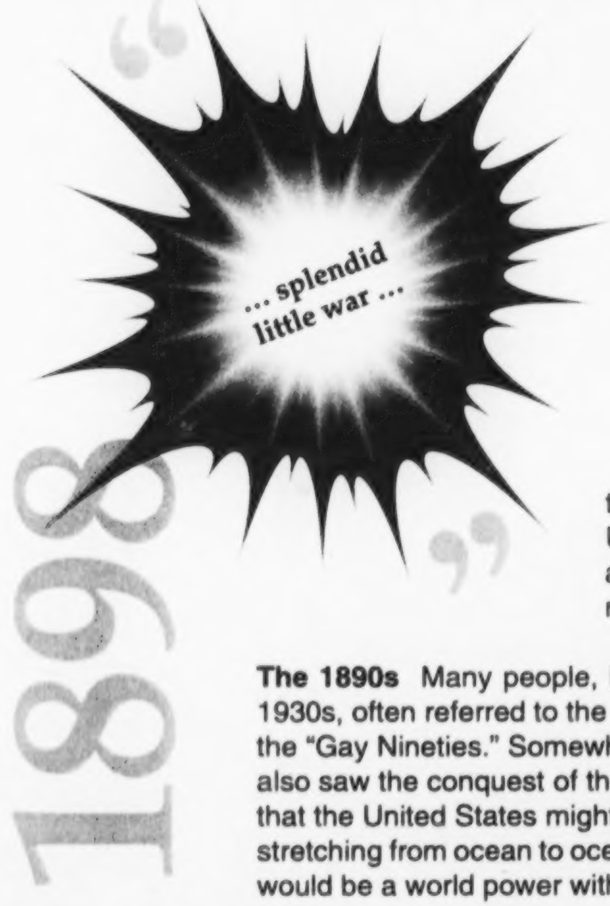
ROUGH RIDER INTERVIEWS: 1898

BACKGROUND ESSAY

Place: New York City and Washington, D.C.
Time: 1898

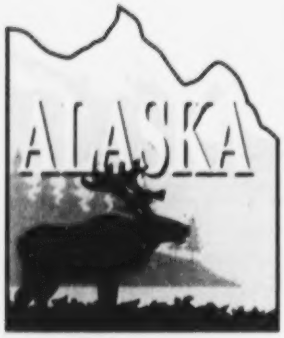
This activator will directly involve you and your classmates as you role-play both "yellow journalists" caught up in war fever against Spain and candidates to become soldiers for Colonel Theodore Roosevelt's Rough Riders. All this takes place in the spring 1898 when the U.S. prepared for what became a "splendid, little war." Eventually this Spanish-American War forced the United States to face issues of imperialism and thrust it upon a world stage with new responsibilities.

Theodore Roosevelt
(1858-1919)



The 1890s Many people, looking back from the hard times of the 1930s, often referred to the decade before the turn of the century as the "Gay Nineties." Somewhat happy and carefree years, the 1890s also saw the conquest of the last frontier and events which signaled that the United States might become more than a continental power stretching from ocean to ocean. In fact, the U.S. by the decade's end, would be a world power with an overseas empire.

BACKGROUND ESSAY - 2



1867

Alaska The U.S. had begun its acquisition of territory when it purchased Alaska from Russia in 1867. Seeing an opportunity to gain a land rich in mineral wealth and animal resources, Secretary of State William Seward negotiated a treaty which included paying $7.2 million for Alaska, but he received an avalanche of criticism from some Americans who called Alaska "Seward's Folly" or "Seward's Icebox."

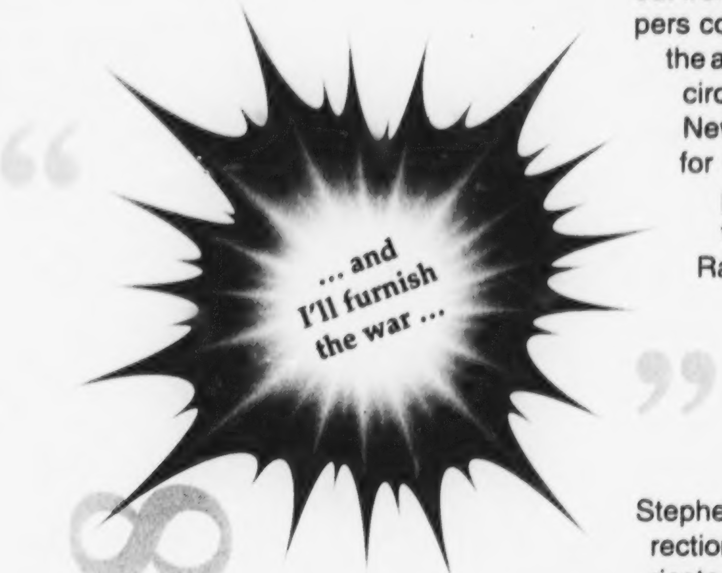
Hawaii The Hawaiian Islands beckoned Americans as well. When a revolution (instigated by American planters) broke out in this Pacific paradise, the U.S. maneuvered to annex the Islands in 1898 and set up a territorial government. Hawaii was deemed important as a refueling station for a strong American Navy. In his book *The Influence of Sea Power Upon History,* U.S. Naval officer Alfred Thayer Mahan wrote that a modern Navy of steel-hulled warships was an important component of a successful foreign policy and expanding commerce, especially in the Pacific Ocean. For this to happen, Hawaii, strategically located, was vital as a U.S. port of call.

Cuba Libré Thus, by the late 1890s, the U.S. had the beginnings of an overseas empire. The issue, however, which transformed the U.S. into a full-scaled world power by 1900, centered on the Caribbean island of Cuba. By 1890 Old World power Spain was losing its 400-year-old empire. Cuba, Puerto Rico, the Philippines, and Guam were all Spain had left. Since the 1860s, Cubans had attempted to throw off their Spanish oppressors and gain freedom and independence. After failing to do so, many revolutionaries fled to the U.S. and, aided by poet Jose Martí, gained American sympathy. When a high tariff on sugar caused the Cuban economy to slip, a new insurrection ignited. Martí and other exiles returned to their homeland, where Martí was killed.

Weyler and reconcentracíon Spain tried to deal with the new uprising and the rebel's guerrilla warfare by sending over a new governor, General Valeriano Weyler, to implement a harsh policy of reconcentracíon. His tough policy called for concentrating, or herding, the civilian population into detention camps or fortified towns. Appalling conditions in these camps and towns led to more than 100,000 deaths from starvation, disease, and neglect. For his part, Weyler earned the nickname "Butcher" and "Mad Dog" from the American press.

"... 100,000 deaths from starvation ..."

BACKGROUND ESSAY - 3


"... and I'll furnish the war ..."

1895-1898

"Yellow journalism" As the Cuban revolt and Weyler's policy played out from 1895 to 1898, American newspapers competed with each other to expose the atrocities in Cuba and thus gain wider circulation and increased prestige. Two New York newspapers in particular vied for supremacy in that city. The *World* published by Joseph Pulitzer and the *Journal* published by William Randolph Hearst used both huge, exaggerated headlines as well as sensational and often inaccurate stories and comics to attract new readers. Each paper sent skilled reporters such as Richard Harding Davis and Stephen Crane to Cuba to cover the insurrection. Occasionally these reporters fabricated stories to satisfy the demands of their bosses. When one reporter/artist, Frederic Remington, wired Hearst that there probably wouldn't be a war, the publisher wired back: "You furnish the pictures and I'll furnish the war."

War fever After several months of a steady diet of "yellow," or sensational journalism, many Americans, especially the ultra-patriotic jingoists who called for a warlike foreign policy throughout the 1890s, started pushing for a war to liberate Cubans from their Spanish masters. President William McKinley outwardly made attempts to avoid a clash of arms, but even these efforts failed. Instrumental in this failure was the publication of a letter written by the Spanish minister to the U.S., Depuy DeLôme, criticizing McKinley as a "weak bidder." Rebels conveniently gave the letter to a press eager to drop another bombshell on the American public.

The *Maine* In early 1898, a riot broke out in Havana. To protect American lives, McKinley sent the battleship *Maine* to Havana harbor. Days later, on February 15, 1898, a huge explosion ripped through the warship, sank it, and killed 260 Americans who had been on board. Research on the explosion over the past century has concluded that the blast was an ill-timed accident. But frenzied by sensationalism and eager to fight for Cuban independence, Americans blamed the Spaniards.

Cautious McKinley For weeks following the sinking of the *Maine*, the U.S. teetered on the brink of war. The President, however, sought to calm the most rabid jingoists such as Assistant Secretary of the Navy Theodore Roosevelt, who wanted war. McKinley proposed to mediate

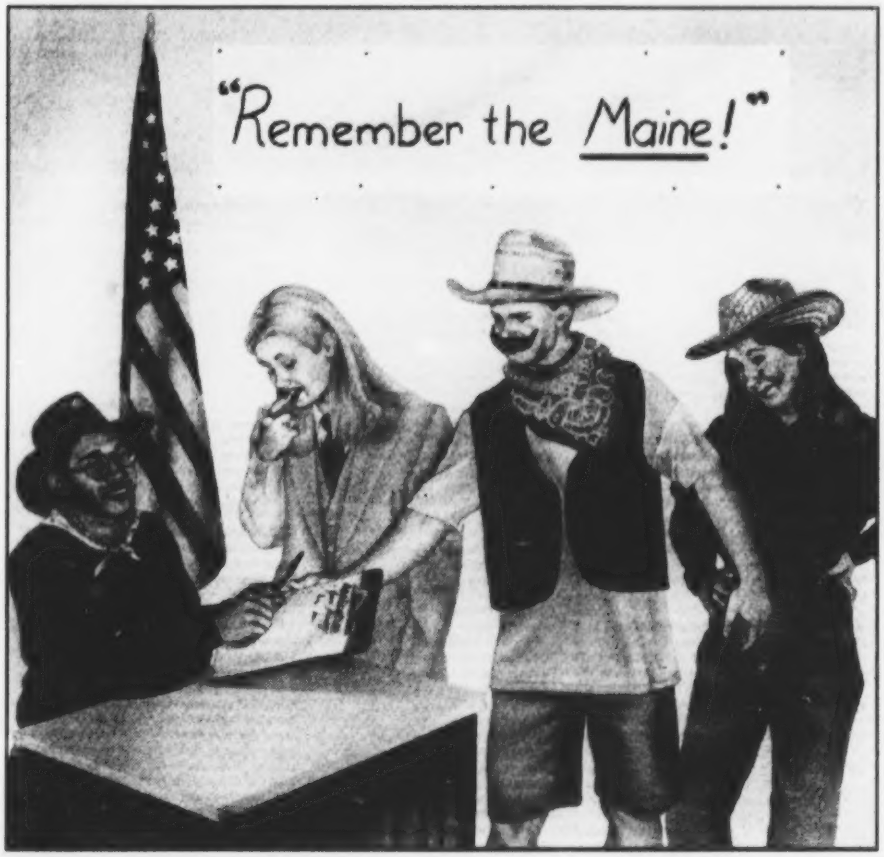
“Remember the *Maine* and to hell with Spain”

a cease-fire in Cuba, but he still maintained support for eventual Cuban independence. Interestingly, Spain rejected McKinley's proposal. Despite opposition from business and religious leaders, most Americans were outraged by the long history of atrocities in Cuba and the destruction of the *Maine.* “Remember the *Maine* and to hell with Spain” became a motto. Among these people, war fever ran high. Finally, McKinley presented Spain with some final demands. Agreeing to stop the reconcentracíon, Spain nonetheless refused to leave the Caribbean Island.

Become a Rough Rider! This was the situation in the second week of April 1898 when President McKinley faced his dilemma. Should he continue to pursue peace, or should he succumb to the warmongers and ask Congress for war. Now it's time to put you in this exciting and pivotal year—1898. First you will write some sensational headlines while reviewing this BACKGROUND ESSAY. Then you will be a candidate (or interviewer) as you and your classmates strive to become “Rough Riders,” U.S. cavalry soldiers ready and eager to follow Colonel Roosevelt to Cuba in order to fight Spaniards. ***Good luck!***

For your information

Attention!
Colonel Roosevelt is looking for men to become soldiers in his Rough Riders calvary unit. Sign up today.


“Remember the Maine!”

Resources to consult

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- Roosevelt, Theodore. *The Rough Riders.* New York: New American Library, 1962.
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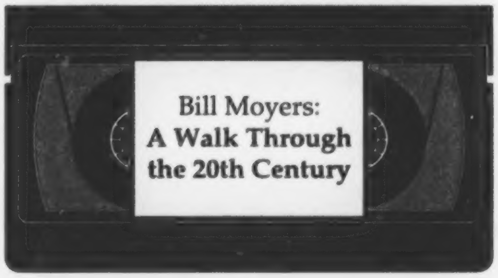
Visual history

- **Documentaries:** *A Walk through the Twentieth Century: T. R. and his Times* (hosted and narrated by journalist Bill Moyers, shown on PBS in the mid 1980s); *War and Empire,* a half-hour documentary shown on local PBS affiliates as part of a community college telecourse; *The Splendid Little War,* a 55-minute video released by Belle Grove in 1992.
- **Feature film:** To this point no feature film about Teddy Roosevelt and the Rough Riders has been made. This omission is sad. The author cannot think of a more attractive subject for an action movie with box office potential than the dramatic Theodore Roosevelt with his potential to become an early American hero.



POSTSCRIPT - 1

FYI

For your information

*Names suggested other than **Rough Riders**:*

- ***Teddy's Texas Taranchulas***
- ***Teddy's Terrors***
- ***Wood's Wild Westerners** ... and ...*
- ***Roosevelt's Rangers**.*

The men who became Rough Riders—cowboys, miners, Indians, gamblers, and Ivy League athletes—fought valiantly in Cuba, and as a result, they earned an enduring place in United States history. Aided by Roosevelt's unique fighting unit, the U.S. went on to easily win the Spanish-American War (mostly because the Spanish were more unprepared and more inept than the Americans).

The U.S. Army was not in any state of preparedness to aid units such as the Rough Riders. The Army issued Civil War—vintage rifles and heavy woolen winter uniforms—*for use in Cuba in the summer!* The tinned beef available to the troops turned out to be tainted, and the unsanitary conditions in the crowded camps produced a high number of typhoid and dysentery cases. Additionally, it would take two months before any U.S. soldiers sailed for Cuba. Once there, food and supplies never seemed to arrive at the same place as the men. Shockingly, more troopers died of tropical diseases than Spanish bullets, again, because the government had not planned adequately. The U.S. Navy, however, proved to be ready. Quick victories in the Philippines (George Dewey at Manila Bay) and in Cuba showed it was superior to a third-rate European power.

> "... begun with the highest motives, carried on with magnificent intelligence and spirit, favored by that fortune ..."

So the U.S. won the 119-day war with the help of a blundering Spain. Secretary of State John Hay summed up the conflict better than any contemporary. He wrote to Theodore Roosevelt in late summer 1898: "It has been a splendid little war; begun with the highest motives, carried on with magnificent intelligence and spirit, favored by that fortune which loves the brave."

FYI

For your information

General Leonard Wood actually commanded the military unit, but Roosevelt's high profile overshadowed Wood.

Splendid and short the war was, and the recipient of that letter, Colonel Roosevelt, did indeed show intelligence, spirit, and bravery. His Rough Riders left Tampa for a nine-day voyage to Cuba, but with no landing craft, they and their few horses had to swim ashore. They then camped at Daiquiri before trudging on foot through a terrible storm to Siboney. While slogging through a dense jungle on the way to Las Guasimas, the hardy group was ambushed, and 16 men were killed. By July 1, 1898, they received orders that would immortalize the unit and its colonel. They were to take the Spanish forts above Santiago. Heroically, the Rough Riders, led by Roosevelt, charged up Kettle Hill, fought the entrenched Spaniards, and then captured the city below. Roosevelt later described the experience as "my crowded hour."

POSTSCRIPT - 2

With the war soon over, Roosevelt returned to New York. He and his men—the Rough Riders—were heroes. He also found immense support for him to run for governor. During his campaign, a bugler's music preceded his campaign speeches. Surrounded by uniformed Rough Riders, Roosevelt used his military mystique skillfully to help him win the election. Two years later, in 1900, he was selected to be President McKinley's running mate. Serving as vice-president for only six months, Roosevelt became president, September 1901, when McKinley died from wounds inflicted by an assassin's bullet.

William McKinley
(1843-1901)

Who better than a colonel in the Rough Riders, a hero of the recent war with Spain, to lead the U.S. into the 20th century? Aggressive and determined to make the U.S. a presence in world affairs, Roosevelt would take over just as the nation decided to flex its muscles in the Caribbean and the Philippines. A two-year war there against the same Filipinos who had fought with Americans against Spain began 45 years of U.S. control on this immense island chain.

FYI
For your information

The Rough Riders' success was aided by the brave support of African American troopers of the 10th cavalry, a unit mostly unsung during this short war.

Likewise, the U.S. presence in the Caribbean would be a strong one throughout the 20th century. Cuba, especially, would continue to play a pivotal role in U.S. relations in this region. In 1962, during the Cold War, a Russian attempt to place long-range nuclear missiles in communist Cuba forced President John F. Kennedy to blockade, or quarantine, the island. This action put the pressure on Soviet premiere Nikita Khrushchev, who after 13 harrowing days, abandoned plans to activate deadly weapons on sites in Cuba only 90 miles from Florida.

Stakes were higher in 1962 than in 1898, but the Spanish-American War with fearless Rough Riders charging up Kettle Hill was a turning point in American history. Winning the war thrust our nation onto a world stage, destining it to play a major role in the 20th century.

> “... with fearless Rough Riders charging up Kettle Hill, was a turning point in American history ...”

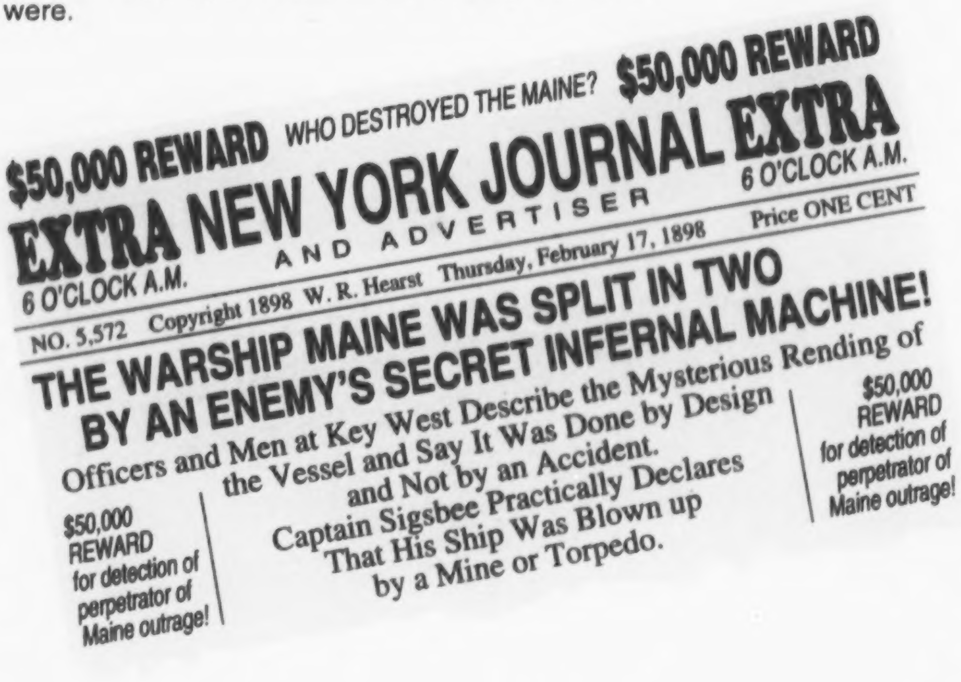
Yellow Journalism

Writing Sensational Headlines

General: So that you will understand how headlines and articles about events in Cuba were a factor in bringing the U.S. into war against Spain, try writing headlines in a "yellow journalism" style used by William Randolph Hearst and his rival Joseph Pulitzer. Some observers today point out that weekly newspapers found at market check-out counters still practice sensational-style reporting begun in the 1890s.

Directions: Your teacher will assign your group a section from the BACKGROUND ESSAY on which to base your sensational, eye-catching headline. Some suggestions:

- Analyze these sample headlines for elements of the style you are to use.
- Work together as a group. Share ideas.
- Write out some "rough draft" headlines before your final copy.
- Once finished, let your teacher know your group is ready to have one group member stand up and use your headlines and paragraph to hawk the newspaper. This member should be as enthusiastic as a turn-of-the century "newsies" (newsboys) were.



$50,000 REWARD WHO DESTROYED THE MAINE? $50,000 REWARD

EXTRA NEW YORK JOURNAL EXTRA

AND ADVERTISER

6 O'CLOCK A.M. 6 O'CLOCK A.M.

NO. 5,572 Copyright 1898 W. R. Hearst Thursday, February 17, 1898 Price ONE CENT

THE WARSHIP MAINE WAS SPLIT IN TWO BY AN ENEMY'S SECRET INFERNAL MACHINE!

Officers and Men at Key West Describe the Mysterious Rending of the Vessel and Say It Was Done by Design and Not by an Accident.

Captain Sigsbee Practically Declares That His Ship Was Blown up by a Mine or Torpedo.

$50,000 REWARD for detection of perpetrator of Maine outrage!

$50,000 REWARD for detection of perpetrator of Maine outrage!

*This is a reproduction of the headlines for the **lead article in the New York Journal for February 17**, 1898. Can you analyze how this front-page story was manipulating readers?*

APPLICATION FOR FIRST U.S. VOLUNTARY CALVARY

Application for First U.S. Voluntary Calvary (K-Troop)

Name: ______________________________ Today's date: May 15, 1898

Nickname: ________________ Age: ____ Height: _____ Weight: _____

Date of birth: ________________ Place of birth: ________________

Occupation: ________________ Years of experience on the job: __________

Colleges attended:

____

____

____

____

Degree/Major: ________________

Year graduated: ________________

Travel experience:

____

____

____

____

____

____

Attitude toward Cuban Independence: ________________

____

Attitude toward Spaniards: ________________

____

Have you ever killed another human? Explain.

____

____

____

Military experience:

____

____

____

Experience with firearms and other weapons:

____

____

____

Foreign languages spoken/written: ________________

Next of kin:

____

____

____

____

Describe your mental health:

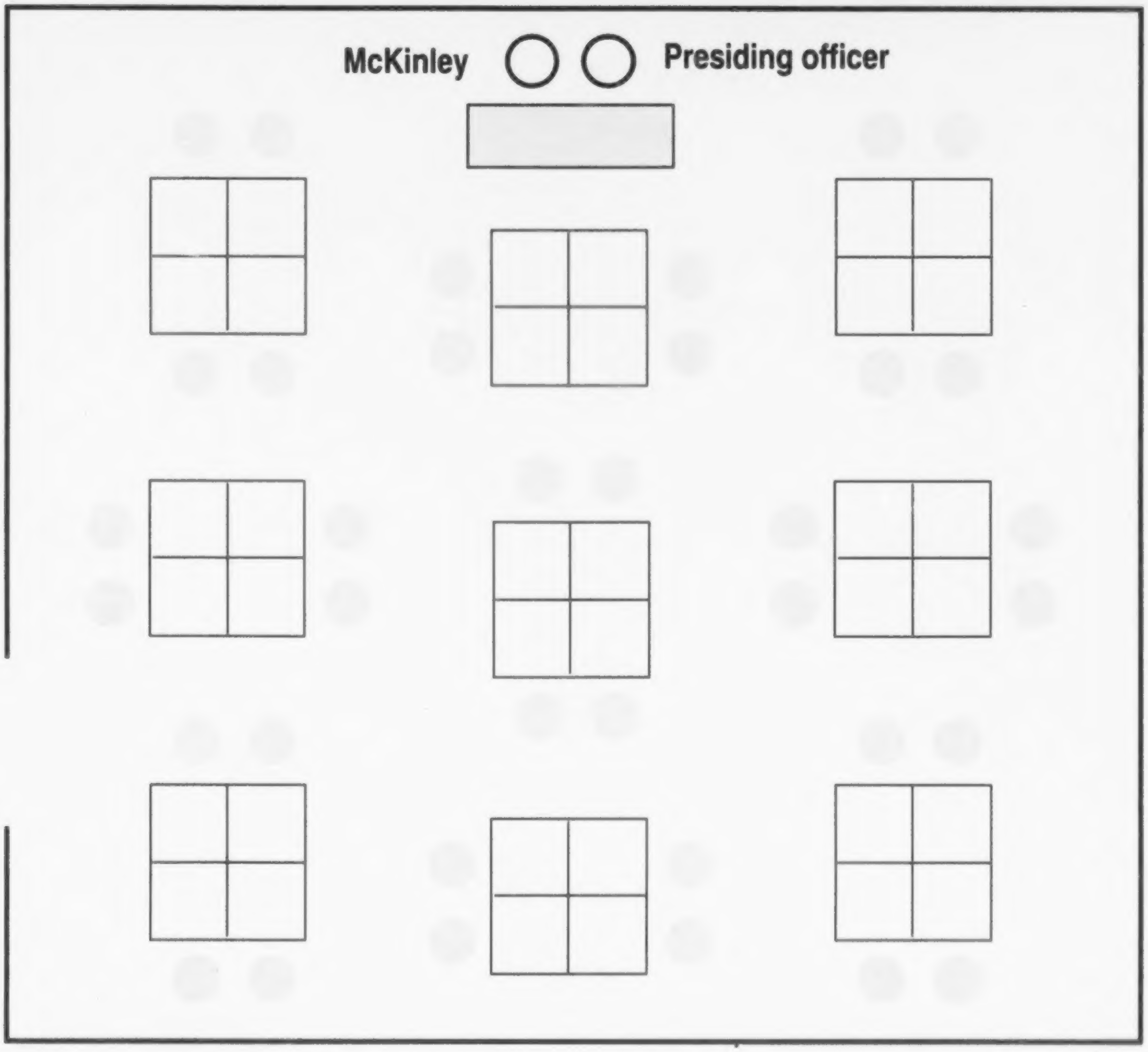
____

____

____

____

Schematic 1: Phase 1–Writing Headlines



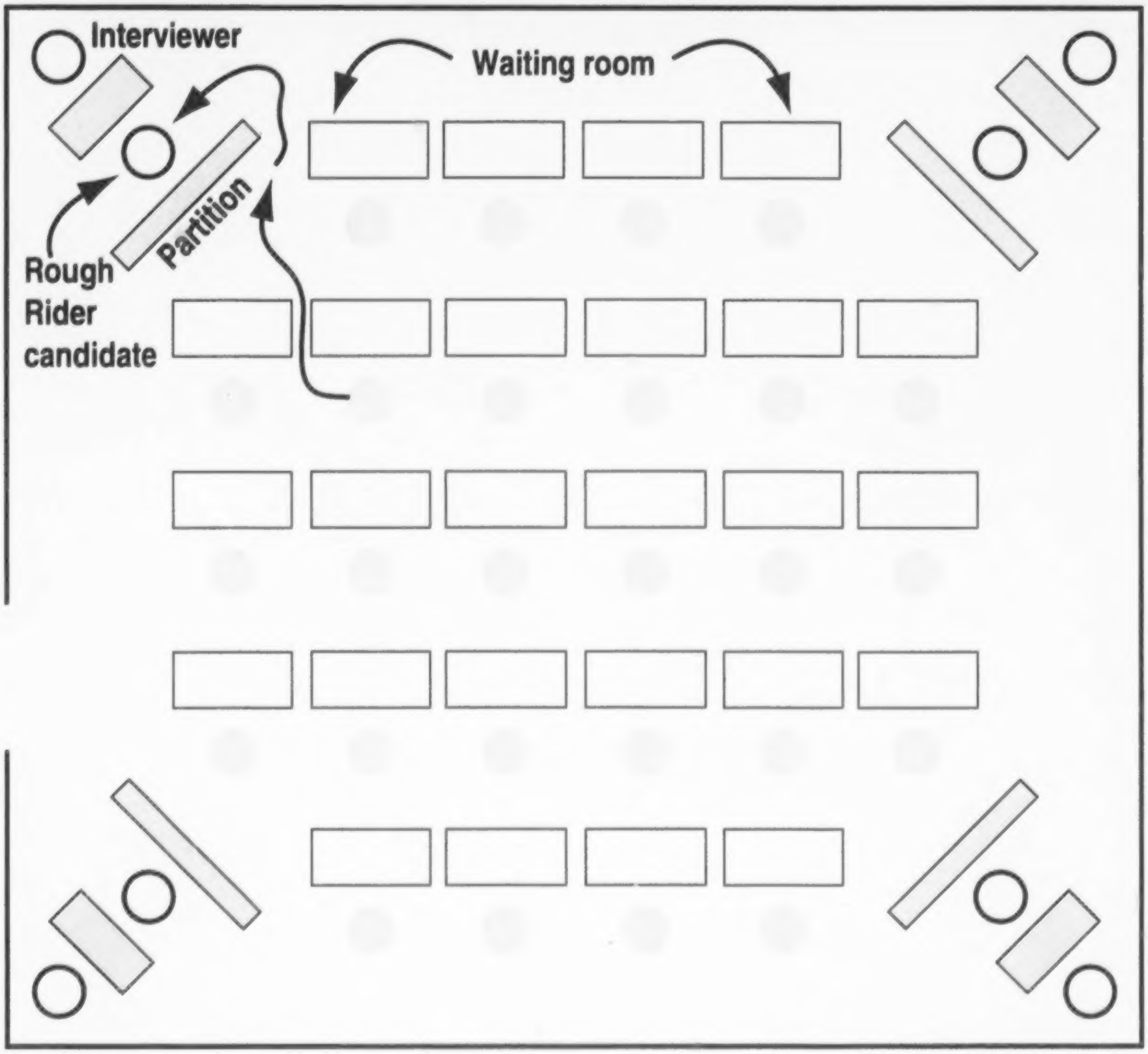
Suggestions:

- Consider grouping students by gender, ability, and ethnic background.
- There are 9 paragraphs (excluding the Introduction and "It's Time for you...") to utilize for up to 9 groups to write a brief paragraph of summary and an eye-catching, exaggerated headline.
- Encourage group representatives, when called on, to hawk their headlines like 1898 "newsies."
- Select one of your most charismatic students to play the McKinley role.
- Play "Hail to the Chief" when the president arrives to speak.

Characters needed:

- President William McKinley
- A presiding officer to call on the different groups so that they can hawk their newspaper headlines after President McKinley has been introduced.

Schematic 2: Phase 2–Rough Rider Interviews



Suggestions:

- The interviewers should have interpersonal skills.
- Allow some time (say 5-7 minutes) for interviewers to review the questions for the candidates–at least the first ones–so the candidates have time to create their mottos and logos.
- Have interviewers call candidates to their "offices" by number to make it feel like the impersonal military.
- Play some turn-of-the-century music: Sousa marches, ragtime, *There'll Be a Hot Time in the Old Town Tonight*, or ?

Characters needed:

- At least 4 interviewers (with maximum case load of 7-8 each)
- 20-34 Rough Rider candidates
- one student to be Colonel Roosevelt, who gives speech and oath just before the activator ends

INTERVIEWER'S SHEET - 1

Acting Tip →

Don't get carried away. Limit the time for each interview to about 3-4 minutes.

Instructions: You have been chosen as one of the interviewers with the goal of interviewing candidates for Theodore Roosevelt's cavalry unit, the Rough Riders. You will use the questions below to sort out the best candidates from all the volunteers. As you interview each candidate (or immediately after the interview and before the next candidate comes in) circle the numbers which indicate a trooper's *quality* on the ROUGH RIDER EVALUATION FORM. Be a good, *active* listener (nod and smile often); ask short follow-up questions; and call each man "Trooper ________." Make the candidate comfortable during the interview, etc.

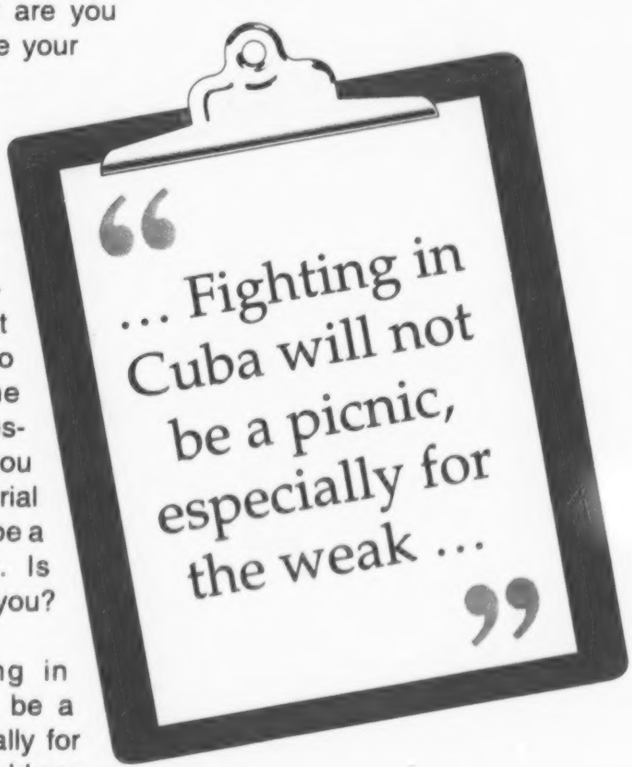
Now walk outside your interview booth and call out *randomly* any one of the numbers you've been given. Greet the candidate with a smile and handshake and invite him to sit down across from you.

Acting Tip →

Practice these questions at home so that you will not have to read them verbatim (word for word). "Talk" the questions spontaneously to the candidates. Act genuinely interested in them. They desire to serve their country.

Questions to ask each candidate (Each candidate will have filled out an application and, thus, should be somewhat prepared.)

1. "Trooper, how are you today? Tell me your name *(pause)*. Well *(name)*, you want to be a Rough Rider and go to Cuba to fight Spaniards. Before we accept you, we need to ask you some important questions to see if you are good material and worthy to be a Rough Rider. Is that OK with you? *(pause)* Fine. Fighting in Cuba will not be a picnic, especially for the weak. Would you please describe your physical and mental health?" (Allow *enough time for the candidate to answer properly.)*


" ... Fighting in Cuba will not be a picnic, especially for the weak ... "

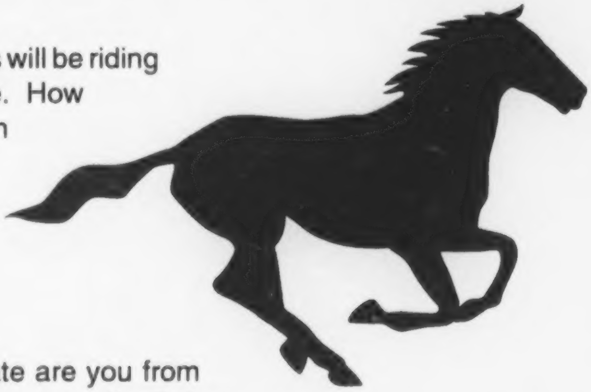
2. "Colonel Roosevelt and General Leonard Wood know they'll encounter tough conditions in Cuba—food, sleeping, battle, etc. How well do you adapt to changes or new situations?"

INTERVIEWER'S SHEET - 2

3. "Can you endure hardships and deprivation (doing without), day after day without complaints."

4. "*(Name)*, Will you be able to deal with Cuba's extreme heat and humidity? What experiences in your life equip you to handle these extremes?"

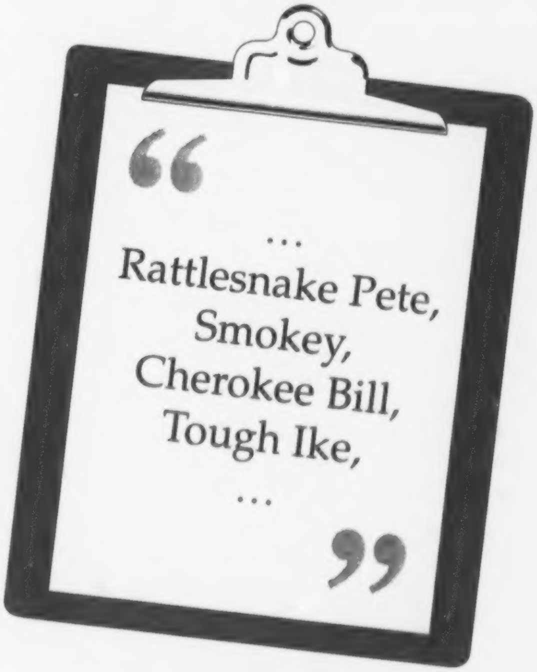
5. "The Rough Riders will be riding horses, of course. How good are you in staying in the saddle and maintaining a horse or stable of horses?"



6. "What city and state are you from *(name)*? And your occupation? Anything in your personal background that might help you as a Rough Rider?"

7. "Tell me how skilled you are with firearms and weapons."

8. "*(Name)*, sometimes a man's nickname reveals the real man. Many of the men I've interviewed have nicknames such as Rattlesnake Pete, Smokey, Cherokee Bill, Tough Ike, and Happy Jack Arizona. Do you have a nickname?"



9. "We estimate *(name)*, that one in three Rough Riders will probably die in combat or of disease in Cuba. Have you made arrangements with your family if this possibility happens to you?"

10. "Although our 1st U.S. voluntary cavalry unit will be made up of rugged individualists, you will be under a strict military command—discipline, drill, and obeying orders. Do you think you can handle military life under these rules?"

INTERVIEWER'S SHEET - 3

11. "Are you proficient *(name)* in any foreign language that might aid you and others in the capture, surrender, and treatment of the enemy?"

12. "Do you, *(name)*, really love war, like Colonel Roosevelt does, and are you prepared to kill other human beings to achieve American victory?"

13. "Trooper, *why* do you want to go to Cuba and fight alongside Colonel Roosevelt?"

14. "Let's try a hypothetical question. Suppose you're walking along a trail in the Cuban jungle and three dark Latin men jump out of the deep brush, point guns at you, and shout, **"Cuba Libré!"** *(pause)* How would you react, and what would you say?"

"Cubra Libré!"

15. "As you know *(name)*, Cuban women are very attractive and, some say, seductive. While fighting in Cuba, you may find yourself, along with other Rough Riders, in the presence of these women. How will you handle yourself?"

16. "Well, Trooper *(name)*, You've completed the interview with me. But I understand you've drawn a symbol for the Rough Riders and perhaps even a motto to rally us in the heat and sting of battle. Show me what you have there."

Thank the trooper for his time, escort him out into the waiting area, and then call out the next number you have. Walk the next candidate into the interview area and begin the interview.

FYI

For your information

Your teacher may tell you to omit question #15 because of students' age and your community's sensitivity.

"Show me what you have there."

ROUGH RIDER EVALUATION FORMS

Duplicate and cut apart in the quantity needed.

ROUGH RIDER EVALUATION FORM

Prospective trooper's name: ______________________ #

Interviewer's Evaluation (to be filled in between interviews):

	(Circle one)				
1 Qualifications/Background	5	4	3	2	1
2 Attitude (Positive, eager, enthusiastic, adaptable, patriotic, etc.)	5	4	3	2	1
3 Soldiering Skills (Weapons, fire arms, horse management, etc.)	5	4	3	2	1
4 Interviewing Skills (Assertive, clear, sociable, quick-witted, etc.)	5	4	3	2	1
5 Motto/Slogan for the Rough Rider Unit	5	4	3	2	1

TOTAL: /25

Recommended for duty as a Rough Rider ... ☐ YES ☐ NO

Signed: ______________________

ROUGH RIDER EVALUATION FORM

Prospective trooper's name: ______________________ #

Interviewer's Evaluation (to be filled in between interviews):

	(Circle one)				
1 Qualifications/Background	5	4	3	2	1
2 Attitude (Positive, eager, enthusiastic, adaptable, patriotic, etc.)	5	4	3	2	1
3 Soldiering Skills (Weapons, fire arms, horse management, etc.)	5	4	3	2	1
4 Interviewing Skills (Assertive, clear, sociable, quick-witted, etc.)	5	4	3	2	1
5 Motto/Slogan for the Rough Rider Unit	5	4	3	2	1

TOTAL: /25

Recommended for duty as a Rough Rider ... ☐ YES ☐ NO

Signed: ______________________

PRESIDENT McKINLEY'S SPEECH TO CANDIDATES - 1

The following speech is adapted from McKinley's actual message to Congress in April 1898. (*The Annals of America,* Vol. 12)

(After applause) Thank you. It becomes my duty now to address you men with regard to the grave crisis that has arisen in the relations of the United States to Spain by reason of the warfare that for more than three years has raged in the neighboring island of Cuba. As you know, since 1895 this country has seen Cuba convulsed by fire and sword. In Cuba a once prosperous economy has been paralyzed, its fields laid waste, its mills in ruins, and its people starving from hunger and destitution. Further, our trade has suffered; the capital invested by our citizens in Cuba has been largely lost. These events have given our government great concern.

The war in Cuba seems not to end with victory for either side, the Spanish or the Cuban insurgents. Realizing this, it appears to be my duty no less to Spain than to the Cubans to seek to bring about an immediate termination of the war. Earlier attempts to have the Spanish cease their policy of reconcentration have failed. I believe then that a forcible intervention of the United States as a neutral to stop the war is justifiable on rational grounds.

> "... its fields laid waste, its mills in ruins, and its people starving ..."

We need to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there. We owe it to our citizens in Cuba to afford them that protection and indemnity for life and property and to terminate the conditions that deprive them of legal protection. In addition, the right to intervene may be justified by the serious injury to the commerce, trade, and business of our people, and by the wanton destruction of property and devastation of the island. As this happens, the lives and liberty of our citizens are in constant danger. Our trading vessels are liable to seizure.

PRESIDENT McKINLEY'S SPEECH TO CANDIDATES - 2

"
... The U.S. Maine ...
"

February 1898

And, of course, all these reasons now seem stronger with the destruction of our battleship, the *U.S. Maine*, in Havana last February. The sinking of that noble vessel has filled the national heart with inexpressible horror. Whatever caused the explosion, the event is clear and impressive proof of a state of things in Cuba that is intolerable.

In view of these facts, I have asked Congress to authorize and empower the president to take measures to secure a full and final termination of hostilities in Cuba, and to secure a stable government and economy on that island. They have given me that power. *(Applause)*

Now it is time for our armed forces to recruit the best specimens of American manhood to go to Cuba. To those of you hoping to go to war in Cuba with Theodore Roosevelt I say:
Good luck during your interviews!
(Applause and cheering)

ROOSEVELT'S SPEECH TO HIS ROUGH RIDERS

(This speech is given after all interviews have been completed.)

"... An hour from now will be too late to back out ..."

Gentlemen: You have now reached the last point. If anyone of you doesn't mean business, let him say so now. An hour from this moment will be too late to back out. Once in, you have to see it through. You have to perform without flinching— regardless of the duty assigned you, regardless of the difficulty or danger attending it. If it is garrison duty, you must attend it. If it is meeting the fever, you must be willing. If it is the closest kind of fighting, you must be anxious for it. You have been chosen because you know how to ride, how to shoot, how to live in the open. Absolute obedience to every command is your first lesson. No matter what comes, you must not squeal. Think it over, all of you who have passed the physicals and interviews today. If any man wishes to withdraw, he will gladly be excused, for others wish to take his place *(pause and look for drop-outs)*. It appears that all of you wish to be a Rough Rider. All right, men, raise your right hand and repeat after me:

The oath

The oath:

I, *(name)* ... am now a Rough Rider ... a fully enlisted man of a U.S. Army cavalry unit ... I promise to be brave ... to obey all orders ... and to perform all the duties, however dangerous ... I am asked to do as a Rough Rider ... This I so swear.

Congratulations:

Congratulations, men. Now, let's go train to be the best fighting unit for Uncle Sam. Then, Rough Riders, it's off to Cuba.

The Rough Rider yell:

Have your troopers yell together:

"Hip, **hip, hooray!**

Hip, **hip, hooray!**

Hip, **hip, hooray!"**

LESSON PLAN - 1

Setup

1. **Duplication**
   - A class set of both the BACKGROUND ESSAY and the POSTSCRIPT to hand out to your students. (You may decide instead to make transparencies of these pages to use on an overhead projector at the appropriate time.)
   - One copy of page 8, Phase 1: GOING TO WAR WITH SPAIN for each cooperative group. This page helps students write "yellow journalism" sensational headlines.
   - One copy per student of APPLICATION FOR U.S. VOLUNTARY CAVALRY.
   - Enough copies of INTERVIEWER'S SHEET (3 pages) for the students who will role-play interviewers (4-5 per class).
   - 8-10 copies of ROUGH RIDER EVALUATION FORM for each interviewer. (These muse be cut up into separate forms.)
   - One copy of PRESIDENT McKINLEY'S SPEECH TO ROUGH RIDERS CANDIDATES for the student who will inspire the candidates.
   - One copy of ROOSEVELT'S SPEECH TO HIS ROUGH RIDERS for the student who will be delivering this speech.

Teaching Tip →

To have adequate time for all interviews during one class period, hand out the APPLICATION sheets a day or two before the interview day. Then the only tasks for candidates to complete while they wait for their interviews is the Motto and Logo activity.

2. **Schematic, props, costumes, transparencies** First, make the two SCHEMATIC pages into transparencies. Be sure you have studied them carefully. Find and bring into your classroom any props or costume pieces that will help create the setting and mood of an America feverish over war with Spain. Some banners can be made to enhance ambiance of Phase 2 and Phase 3. *Example:* **"Remember the Maine! To hell with Spain!"**

3. **Roles**
   - **Phase 1**: Students work in groups to create eye-catching headlines. There are a few roles to fill: one student to give leadership to complete the task; one to play McKinley; and one student from each group to mimic a turn-of-the-century newsboy selling papers.
   - **Phase 2**: During this interview phase, at least four students role-play interviewers; a final student role-plays Roosevelt, who leads chosen Rough Riders in an oath after his final speech.

Teaching Tip →

It is your choice when to have President McKinley deliver his speech: either at the end of Phase 1 or at the beginning of Phase 2 (after the classroom has been rearranged to accommodate the interviews).

4. **Option A, B, or C** This activator affords you several options from which to choose. Keep in mind that you may select any combination of these, or choose to implement just one phase (e.g., the Rough Rider interviews).

LESSON PLAN - 2

- **Option A** Students complete Phases 1 and 2. First they work in cooperative groups; they proceed through the headline-creating tasks. (Each group does all paragraphs from the BACKGROUND ESSAY.) Then one in each group interviews the others in his group, one at a time, before selecting one or two of the best candidates.
- **Option B** This option follows the actual lesson plan and includes both phases over 1-2 days. Option B is shown on SCHEMATICS 1 and 2.
- **Option C** Focuses on Phase 2, the Rough Rider interviews. If time is limited and you want to give all students a chance to sharpen real-world social skills, this phase can illustrate what is needed to be successful while interviewing to get a job. Eventually, everyone interviews for work positions. Implementing this phase can only help students as future employment seekers.

Actual lesson plan

1. First of all, make sure your students learn the ideas and information in the historical essay. To augment what is contained in your history textbook, either hand out the BACKGROUND ESSAY as homework the day before the first activator day or pass it out now. If you have given it as homework, conduct an informal discussion of the main points brought out in the essay. If you are passing it out now (or exposing transparency pages of it), read the essay aloud to the students as they read with you, pausing to explain the main points. (This choice is, of course, determined by the ability level and age of your students.)

2. Put SCHEMATICS 1 and 2 transparencies on an overhead projector, explain the phases, assign roles for each phase, and distribute handouts to these students.

3. Rearrange the classroom into groups of four to accommodate action for Phases 1. Divide students into these groups, making sure at least one of the four in each group has the leadership skills necessary to guide the group through Phase 1.

4. Pass out at least one copy of the BACKGROUND ESSAY to each group. Explain that each group will create a sensational news story and dramatic headline for one paragraph in the essay. Assign one paragraph to each group. To "prime the pump" and illustrate what you want from them, read aloud The **1890s** paragraph on page 1. Then ask students to come up with a sensational headline for it. Example **Gay Nineties Powers U.S. Empire Quest**. Then pass

Teaching Tip →

Consider bringing into class some tabloid newspapers found in today's supermarkets to point out contemporary sensationalistic headlines, whose purpose is to .....?

out the page 8—Phase 1: GOING TO WAR sheet—(one to a group). Make sure they read and follow the directions on page 8.

5. After all groups have finished, select one in each group to mimic a turn-of-the-century newsboy. (Possibly supply a large bag and a hat to use a costume/props.) Have these students bark out the headline to lure potential buyers as they wander around the classroom. Award some classroom points for the best newsboy characterization.

Teaching Tip →

Model for students: *"Hurry ... Hurry ... Get your newspaper telling of* ***Gay Nineties Powers U.S. Empire Quest!****"*

6. Flow into the next phase by having all students stand as President McKinley enters the room. Play "Hail to the Chief" if you have a recording. Introduce McKinley, who delivers his short speech on the situation in Cuba and the need for brave soldiers to go there. Last, have students rearrange the classroom to resemble SCHEMATIC 2.

7. Select four to six students to be interviewers. Determine the number by how many students you have in class. One interviewer should not have more than six to seven candidates to interview. Give each interviewer a copy of the INTERVIEWER'S SHEET. Tell them to study the handout and review the questions they will ask each candidate. Send them behind the partition. Also distribute ROUGH RIDER INTERVIEW EVALUATION slips to cover their case load.

8. While interviewers are studying their INTERVIEWER'S SHEET, gather the Rough Rider candidates (the remainder of your class) in the middle of the room. (See SCHEMATIC 2.) Tell them that they all want to become Rough Riders and the purpose of this phase is for them is to impress the interviewer so that they are selected. Have them go off by themselves. They should think about questions the interviewers might ask them.

9. Make sure you have rearranged the classroom furniture to resemble Phase 2's SCHEMATIC 2. If you have voting booths or something similar, use these as partitions to separate the waiting room from the interviewing rooms.

10. Before interviewers begin calling in the "men," tell Rough Rider candidates to do one more task as they await their interview: Make up a slogan/motto and a symbol/logo for this illustrious Rough Rider cavalry unit. A clever slogan and symbol could be the difference between being selected or rejected. (This task will keep candidates busy while others are being interviewed.)

(For #9)

See SCHEMATIC 2: Students are awaiting interviews sitting at desks or tables with a 5 x 7 inch card in front of them with a number you have written on it. (If you have 20 candidates, you will have written numbers 1-20 on separate cards.) To create a military-like feeling for waiting candidates, you also will have placed the numbers on small slips of paper (20 #s on 20 slips if you have 20 interviewees); you will then

Teaching Tip →

have given the 20 slips to the interviewers randomly. When *interviewers are ready for the next candidate, they call out another number* randomly *for the next interview. This number is then written on a ROUGH RIDER EVALUATION FORM just before the interview begins.*

11. Make sure interviewers and interviewees are clear on what will happen. When they are ready *randomly* place on each desk numbered 5" x 7" cards.

12. Proceed until all interviews have been completed. Then have interviewers announce, by numbers, those who passed the interviews to become Rough Riders. Next, have the new cadre of cavalry stand and have Colonel Roosevelt give his short speech and administer the Rough Rider oath. *(Of course, the student playing Roosevelt is wearing spectacles, a cavalry hat, and a bushy mustache!)*

13. "Teddy" leads a "charge" through the classroom door into the hall or onto the campus. As Roosevelt and his Rough Riders charge, they shout the following chant over and over: ***Roosevelt - "Remember the Maine!" Rough Riders - "...and to hell with Spain!"***

Teaching Tip →

Make sure that interviewers realize they are to fill out a ROUGH RIDER EVALUATION FORM after the candidate has left and before randomly calling out a number for the next interviewee. (FORMS should be filled out in about 25-35 seconds.)

Debriefing

Decide whether you wish to use a short or longer debriefing. Here are possible ways to make meaningful what happened as Americans caught war fever in 1898.

Short Debriefing

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.

2. Ask students to discuss what they learned and what they felt as they played their roles.

3. Consider having students write a Learning Log entry following this short debriefing.

Longer Debriefing

Use one or more of the following debriefing activities.

1. Pass out the POSTSCRIPT. Either read this to your students or summarize the main points of each paragraph before going on.

2. Have students make up a recruiting poster, specifically, with Rough Rider material in mind. What four to five qualities a Rough Rider needs should be on the poster?

3. Create a perfect biography of a Rough Rider candidate now that you've gone through an interview and filled out an application.

4. What kinds of specific training would you put Rough Riders through to make them victorious in Cuba?

5. Discuss: Why was it so important for Roosevelt to want and get cowboys, miners, and Ivy League athletes to constitute his Rough Rider unit? What attributes would these varying types possess?

6. Create a song (rap or otherwise) that sums up a Rough Rider and the task ahead of him.

7. The average U.S. soldier in the Spanish-American War was 24, a white Euro-American about 5 foot 8 inches tall, about 150 pounds, poor, and, surprisingly, from the city. Using a graph format, compare this war's average soldier with soldiers who fought in the Vietnam War.

Average Soldier

Item	Spanish-American	Vietnam
Age		19
Race		Black
Height		5'10"
Weight		175
Origins		Rural South
Probably died of		?

8. The oldest survivor of the Spanish-American war was Nathan Cook, who died in September 1992, at age 106. If you had the chance to interview him before he passed away, what questions would you ask him?

9. Many have believed over the century that this war could be called "William Randolph Hearst's War" because of the influence the yellow press had on war fever leading to McKinley's request for a declaration of war. Does the print or television media have the power and influence today to accomplish what Hearst and Joseph Pulitzer seemingly did in 1898? Discuss.

Teaching Tip →

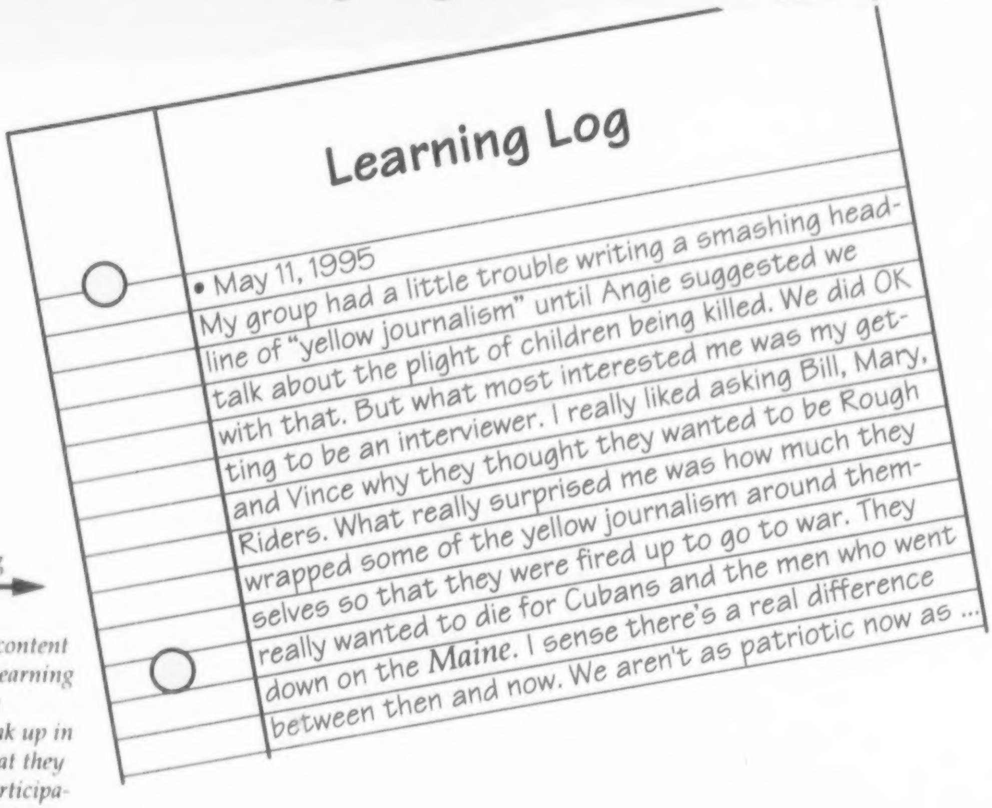
Encourage students to bring in copies of today's tabloid newspapers sold in supermarkets. Have them read aloud some headlines. Then discuss this question: Does private enterprise media have responsibilities in a democratic society?

10. Show one of the recommended videos following the BACKGROUND ESSAY.

11. In one such video, *T.R. and His Times,* narrator Bill Moyers, as he interviews historian David McCullough, finds out that during Roosevelt's "crowded hour," he and his Rough Riders charged up Kettle Hill, not San Juan Hill. Why do you suppose this inaccurate fact was allowed to stand in 1898 and in the popular mind through the years since?

12. Consider having your students write a Learning Log entry based on the role(s) they played in this activator.

Write a Learning Log ...



Learning Log

• May 11, 1995

My group had a little trouble writing a smashing headline of "yellow journalism" until Angie suggested we talk about the plight of children being killed. We did OK with that. But what most interested me was my getting to be an interviewer. I really liked asking Bill, Mary, and Vince why they thought they wanted to be Rough Riders. What really surprised me was how much they wrapped some of the yellow journalism around themselves so that they were fired up to go to war. They really wanted to die for Cubans and the men who went down on the *Maine*. I sense there's a real difference between then and now. We aren't as patriotic now as ...

Teaching Tip →

Sometimes the content of a student's Learning Log can cause a students to speak up in class later so that they reveal how a participatory class is helping them learn. Never underestimate how much students reveal about the meaning they are finding while they "write to learn" in your class.